

1892

Annual Catalogue of the Washington State Normal School, Ellensburg, Washington, 1892

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ANNUAL CATALOGUE

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of Education
Ellensburg, Washington

WASHINGTON

STATE NORMAL SCHOOL,

ELLENSBURGH, WASHINGTON.

1892.

OLYMPIA, WASH.:
O. C. WHITE, STATE PRINTER.
1892.

CALENDAR.

1892.	Sunday.....	Monday.....	Tuesday.....	Wednesday.....	Thursday.....	Friday.....	Saturday.....	1893.	Sunday.....	Monday.....	Tuesday.....	Wednesday.....	Thursday.....	Friday.....	Saturday.....
July.....	3	4	5	6	7	8	9	January.....	1	2	3	4	5	6	7
	10	11	12	13	14	15	16		8	9	10	11	12	13	14
	17	18	19	20	21	22	23		15	16	17	18	19	20	21
	24	25	26	27	28	29	30		22	23	24	25	26	27	28
	31								29	30	31				
August.....		1	2	3	4	5	6	February.....				1	2	3	4
	7	8	9	10	11	12	13		5	6	7	8	9	10	11
	14	15	16	17	18	19	20		12	13	14	15	16	17	18
	21	22	23	24	25	26	27		19	20	21	22	23	24	25
	28	29	30	31					26	27	28				
September...					1	2	3	March.....				1	2	3	4
	4	5	6	7	8	9	10		5	6	7	8	9	10	11
	11	12	13	14	15	16	17		12	13	14	15	16	17	18
	18	19	20	21	22	23	24		19	20	21	22	23	24	25
	25	26	27	28	29	30			26	27	28	29	30	31	
October.....							1	April.....							1
	2	3	4	5	6	7	8		2	3	4	5	6	7	8
	9	10	11	12	13	14	15		9	10	11	12	13	14	15
	16	17	18	19	20	21	22		16	17	18	19	20	21	22
	23	24	25	26	27	28	29		23	24	25	26	27	28	29
	30	31							30						
November.....			1	2	3	4	5	May.....		1	2	3	4	5	6
	6	7	8	9	10	11	12		7	8	9	10	11	12	13
	13	14	15	16	17	18	19		14	15	16	17	18	19	20
	20	21	22	23	24	25	26		21	22	23	24	25	26	27
	27	28	29	30					28	29	30	31			
December.....					1	2	3	June.....					1	2	3
	4	5	6	7	8	9	10		4	5	6	7	8	9	10
	11	12	13	14	15	16	17		11	12	13	14	15	16	17
	18	19	20	21	22	23	24		18	19	20	21	22	23	24
	25	26	27	28	29	30	31		25	26	27	28	29	30	

ANNOUNCEMENTS FOR 1892-93.

First Term begins.....	Monday, Sept. 5, 1892.
Middle of First Term.....	Friday, Nov. 11, 1892.
Close of First Term.....	Friday, Jan. 27, 1893.
Second Term begins.....	Monday, Jan. 30, 1893.
Middle of Second Term.....	Friday, April 7, 1893.
Baccalaureate Sermon.....	Sunday, June 11, 1893.
Address to Literary Society.....	Monday, June 12, 1893.
Commencement.....	Thursday, June 15, 1893.

WASHINGTON STATE NORMAL SCHOOL BOARD.

APPOINTED BY THE GOVERNOR.

W. R. ABRAMS, Ellensburg, . . Term expires 1894.
DR. T. J. NEWLAND, Ellensburg, . Term expires 1896.
FRED. W. AGATZ, Ellensburg, . Term expires 1898.

EX OFFICIO MEMBERS.

HIS EXCELLENCY E. P. FERRY, Olympia.
HON. R. B. BRYAN, Olympia.
(Superintendent of Public Instruction.)

OFFICERS OF THE BOARD.

W. R. ABRAMS, Ellensburg, *President.*
HON. R. B. BRYAN, Olympia, . . *Ex officio Secretary.*
FRED. W. AGATZ, Ellensburg, . *Assistant Secretary.*

EXECUTIVE COMMITTEE.

W. R. ABRAMS, Ellensburg.
DR. T. J. NEWLAND, Ellensburg.
FRED. W. AGATZ, Ellensburg.

FACULTY.

B. F. BARGE, *Principal.*
W. N. HULL, *Assistant Principal.*
MISS FANNIE C. NORRIS.
MISS ROSE M. RICE.

REGISTER OF STUDENTS FOR THE YEAR 1891-92.

SENIOR CLASS.

NAME.	POST OFFICE.	COUNTY.
Ella M. Buriff, . . .	Tacoma, . . .	Pierce.
U. Grant Edwards, . . .	Leland, . . .	Jefferson.
N. L. Gardner, . . .	La Conner, . . .	Skagit.
Susie Alice Gilbert, . . .	Tacoma, . . .	Pierce.
Mamie McBride, . . .	Ellensburg, . . .	Kittitas.
Lottie E. Milham, . . .	Seattle, . . .	King.
Anna Murray, . . .	Ellensburg, . . .	Kittitas.
Malcolm W. Odell, . . .	Addy, . . .	Stevens.
Lula M. Oliver, . . .	Tacoma, . . .	Pierce.
Maude M. Painter, . . .	Walla Walla, . . .	Walla Walla.
Laura M. Rudio, . . .	Walla Walla, . . .	Walla Walla.
Gertrude Starrett, . . .	Walla Walla, . . .	Walla Walla.
Esther M. Thomas, . . .	Walla Walla, . . .	Walla Walla.

MIDDLE CLASS.

Allie Barge, . . .	Ellensburg, . . .	Kittitas.
Francis Bowman, . . .	Anacortes, . . .	Skagit.
Estella M. Brown, . . .	Ellensburg, . . .	Kittitas.
John J. Charlton, . . .	Ellensburg, . . .	Kittitas.
Ida Charlton, . . .	Ellensburg, . . .	Kittitas.
Daisy J. Colbert, . . .	Ilwaco, . . .	Pacific.
Mary T. Crosno, . . .	North Yakima, . . .	Yakima.
Ollie Crosno, . . .	Ahtanum, . . .	Yakima.
Mary L. Cravat, . . .	Chehalis, . . .	Lewis.
Clifford Davis, . . .	Port Hadlock, . . .	Jefferson.
Louie C. Durr, . . .	Yager, . . .	Whatcom.
Kittie Inman, . . .	Napavine, . . .	Lewis.

MIDDLE CLASS—CONTINUED.

NAME.	POST OFFICE.	COUNTY.
Lucia Jenkins, . . .	Kerns, . . .	Cowlitz.
Eliza McRoberts, . . .	Sunshine, . . .	Pacific.
Virgia Peterson, . . .	Ellensburgh, . . .	Kittitas.
Effie Pitman, . . .	Hartland, . . .	Klickitat.
Robert Lee Purdin, . . .	Wenas, . . .	Yakima.
Lillie Rogers, . . .	Trent, . . .	Spokane.
Anna Rogers, . . .	Chehalis, . . .	Lewis.
Alice G. Turner, . . .	Woodinville, . . .	Snohomish.

JUNIOR CLASS.

Daisy L. Beach, . . .	Ellensburgh, . . .	Kittitas.
Hallie Boggan, . . .	Anatone, . . .	Asotin.
Maria A. Bethel, . . .	Olympia, . . .	Thurston.
Martha Charlton, . . .	Ellensburgh, . . .	Kittitas.
Eldredge S. Crosno, . . .	Ahtanum, . . .	Yakima.
Elfreda Colbert, . . .	Ilwaco, . . .	Pacific.
Warren E. Carothers, . . .	Ellensburgh, . . .	Kittitas.
Mamie Damman, . . .	Ellensburgh, . . .	Kittitas.
Nellie M. Dyer, . . .	Ellensburgh, . . .	Kittitas.
Leslie G. Eldred, . . .	Ellensburgh, . . .	Kittitas.
Rachel Ford, . . .	Ellensburgh, . . .	Kittitas.
Dill R. Gunther, . . .	Seattle, . . .	King.
Cora B. Havens, . . .	Ellensburgh, . . .	Kittitas.
Ella Hatfield, . . .	Ellensburgh, . . .	Kittitas.
Joseph Kuntz, . . .	Dayton, . . .	Columbia.
Ira E. Lemon, . . .	Oakville, . . .	Chehalis.
Orville McManus, . . .	Mission, . . .	Okanogan.
James F. McDowell, . . .	Ellensburgh, . . .	Kittitas.
Mattie E. McGill, . . .	Port Angeles, . . .	Clallam,
Mable Painter, . . .	Walla Walla, . . .	Walla Walla.
Lizzie Reinöhl, . . .	Center, . . .	Jefferson.
C. W. Shaffer, . . .	Dayton, . . .	Columbia.
Cornelia Sharp, . . .	Ellensburgh, . . .	Kittitas.
E. Y. Stone, . . .	Bickleton, . . .	Klickitat.

UNCLASSIFIED.

NAME.	POST OFFICE.	COUNTY.
D. G. C. Baker, . . .	Ellensburg, .	Kittitas.
Chas. Burns, . . .	Fairhaven, .	Whatcom.
Connie Boggan, . . .	Anatone, . .	Asotin.
Francis Charlton, . . .	Ellensburg, .	Kittitas.
W. E. Crowley, . . .	Swauk, . . .	Kittitas.
Roy Estes, . . .	Peshastin, .	Kittitas.
Willetta Gray, . . .	Pasco, . . .	Franklin.
May Webb Gass, . . .	Ellensburg, .	Kittitas.
Ermine Halbert, . . .	Ellensburg, .	Kittitas.
George N. Hall, . . .	Port Madison,	Kitsap.
Ora Hatfield, . . .	Ellensburg, .	Kittitas.
Pearl Helm, . . .	Ellensburg, .	Kittitas.
Lena Lewis, . . .	Ellensburg, .	Kittitas.
Chas. W. Lewis, . . .	Union City, .	Mason.
Ray Lewis, . . .	Ellensburg, .	Kittitas.
Eva E. Maurice, . . .	Ellensburg, .	Kittitas.
Lida B. May, . . .	Swauk, . . .	Kittitas.
Laura Mueller, . . .	Ellensburg, .	Kittitas.
Annie McBride, . . .	Ellensburg, .	Kittitas.
Vina McBride, . . .	Ellensburg, .	Kittitas.
Louisiana Norcross, . . .	Ellensburg, .	Kittitas.
Olive Rutledge, . . .	Rutledge, . .	Kittitas.
Seth S. Seaton, . . .	Teanaway, .	Kittitas.
Charlie Stowell, . . .	Ellensburg, .	Kittitas.
Geo. Sayles, . . .	Ellensburg, .	Kittitas.
Nellie Steele, . . .	Ellensburg, .	Kittitas.
John W. Thomas, . . .	Ellensburg, .	Kittitas.
Nellie Thomas, . . .	Ellensburg, .	Kittitas.
Chas. Woodworth, . . .	Wenatchee, .	Douglas.

PRACTICE SCHOOL.

Charlie Benson.	Nellie Miller.
Meclie Berkson.	Lousia Oldham.
Bessie Blake.	Eugene Parsons.
Eddie Bostock.	Guy Price.
Annie Carothers.	Hadie Price.
Flora Cornthwart.	Louise Rankin.
Ward Dawson.	Henry Rush.
Lloyd Dawson.	Nora Rusher.
Otis Desvoigne.	Artie Sampson.
George Desvoigne.	Seth Seaton.
Elsie Desvoigne.	Lulu Scott.
Fred Duncan.	Chester Shoudy.
Elbert Falls.	Frankie Simpson.
Susie Fore.	Victor Stevenson.
Ollie Frost.	Nellie Thurmnorfelt.
Jessie Hand.	Pearl Van Dusson.
May Hays.	Blanche Wakefield.
Maud Heatwole.	Robert Wallace.
Minnie Heatwole.	Louisa Wallace.
Katie Henton.	Benne Walters.
Lena Holmes.	Russell Walters.
Maggie Jarbou.	Fred Welty.
Ruby Kreidel.	Clora Westcott.
David Lilliebridge.	Grace Westcott.
Lizzie Loan.	Arthur Wishard.
Annie Martin.	Perry Wright.
Bessie Miller.	

HISTORY OF NORMAL SCHOOLS.

Normal schools in this country are of a very recent origin. For a considerable period they have found a place in European systems of public instruction, and their efficiency has been amply proved. They date back in Germany to the time of Martin Luther. Within the last century the cause of public education in the United States has been set forward with a strong and vigorous impulse. In New England, and especially in Massachusetts, Hon. Horace Mann was preëminent in the work. He, more than any one else, was, doubtless, instrumental in educating the public sentiment to the point of feeling the need of special training for the teachers of the public schools. His zeal, his self-devotion, his ability in affairs, his moral enthusiasm, were all engaged in the work; and as secretary of the board of education he had the satisfaction of establishing in Massachusetts—partly by private enterprise, partly by state aid—normal instruction, or the instruction of teachers, as a part of the school system of that state.

On the 2d of July, 1839, Mr. Mann wrote in his diary: "To-morrow we go to Lexington to launch the first normal school on this side of the Atlantic. I cannot indulge in an expression of the train of thought which the contemplation of this event awakens in my mind. Much must come of it, either of good or of ill. I am sanguine in my faith that it will be the former. But the good will not

come of itself. That is the reward of effort, of toil, of wisdom." The next day he records: "Only three persons presented themselves for examination. In point of numbers this is not a promising commencement. What remains but more exertion, more and more, until it must succeed?" But the school was established—that was the main thing. Mr. Cyrus Pierce, a name honored and revered, was appointed principal. A second school was started in Barre, September 5th of the same year. For the first five years the enterprise was barely sustained. In 1844 it seemed to be at the point of utter failure. But Mr. Mann persevered, and by dint of great effort with his friends and great sacrifice on his own part, at one time selling his own library, he saved the institution.

The school had outgrown its accommodations and the people of Lexington did not seem inclined to exert themselves to provide for it, and they were compelled to look elsewhere. They found in West Newton suitable buildings and grounds which could be bought for \$1,500. But where was the money to come from? The state board had no funds which they could use for that purpose. Mr. Mann appealed to his personal friends who were also the friends of popular education. Rushing into the office of the Hon. Josiah Quincy, he exclaimed, "Quincy, do you know of any one who wants the highest seat in the kingdom of Heaven, for such can now be bought for \$1,500?" Mr. Quincy asked for an explanation, and when he understood the matter, he drew his check for \$1,500, and directed Mr. Mann to buy the building and take the deed in his own name, and in case the normal school system should

be abandoned to devote the proceeds that might arise from the sale of the buildings to the advancement, in any way he pleased, of public school education.

If there was a state in the union in 1839 in which normal schools, if established, had to succeed, that state was Massachusetts. With such guardians as Horace Mann and Cyrus Pierce, and a host of loyal and devoted friends who stood around the cradle of the young institution, it would have been strange indeed if it had not reached a healthy and vigorous maternity, feeble and sickly as it seemed at birth.

Horace Mann left a lucrative law practice, resigned his seat in the state senate where he had been elected its presiding officer, to accept the position of secretary of the state board of education.

It seemed impossible for him to think of a wrong without feeling a strong impulse to right it. This philanthropy was so absorbing that it made self sacrifice the keenest of pleasures.

During the twelve years in which he was secretary, the great question at the bottom of all the questions that agitated the people was whether slavery or freedom was the corner stone of the American republic; whether the right of petition and freedom of speech should be denied at the bidding of slavery, and whether the representatives of free states were bound by their oaths to support the constitution, to assist in enlarging the territory of the republic, because the interests of slavery demanded it. When these questions were setting the hearts of patriots and philanthropists on fire, Horace Mann, who

believed in the fundamental principles of the Declaration of Independence in every fiber of his being; who hated slavery as the incarnation of evil, withdrew himself entirely from political parties, and for twelve years never attended a political meeting of any kind. To him the improvement of the common schools was the supremely important object. "The narrow strip of half cultivated land that lies between her eastern and western boundaries," said he in one of his reports, "is not Massachusetts, but her noble and incorruptible men, her pure and exalted women, the children in all her schools, whose daily lessons are the preludes and rehearsals of the great duties of life, and the prophecies of future eminence—these are the state." To make these rehearsals of the noblest possible music—that seemed to Horace Mann an object worthy of the consecration of the powers of any human being. And apart from the eloquent testimony of his life, we know from definite and specific statements what he thought of the relation between normal schools and the improvement of the common schools. In a speech delivered at the dedication of the state normal school house at Bridgewater, August 19, 1846, he said:

"I believe normal schools to be a new instrumentality in the advancement of the race. I believe that without them free schools themselves would be shorn of their strength and their healing power, and would at length become mere charity schools, and thus die out in fact and form. Neither the art of printing, nor the trial by jury, nor a free press, nor a free suffrage can long exist to any beneficial and salutary purpose without schools for the training of teachers; for, if the character and qualifications of teachers be allowed to degenerate, the free schools will become pauper schools, and the pau-

per schools will produce pauper souls, and the free press will become a false and licentious press, and ignorant voters will become venal voters, and through the medium and guise of republican forms an oligarchy of profligate and flagitious men will govern the land; nay, the universal diffusion and ultimate triumph of all-glorious Christianity itself must await the time when knowledge shall be diffused among men through the instrumentality of good schools. Coiled up in this institution as in a spring, there is a vigor whose uncoiling may whirl the spheres."

When such a man had such an opinion of normal schools, is it any wonder that they succeeded?

NECESSITIES OF NORMAL SCHOOLS.

The emphatic testimony of every educator, both in this country and Europe, is uniformly in favor of normal schools, as an indispensable necessity to the increased and permanent efficiency of our system of education. In answer to letters addressed to each of our state and territorial superintendents, also from over one hundred of the city superintendents of the nation, not a single reply has been received except in testimony strongly endorsing normal schools, and especially training classes for better preparing teachers for the work before them. We can only give a very few of them. The testimony of Superintendent Draper, of New York; Ex-Superintendents Wickersham, of Pennsylvania; White, of Ohio; Bateman, Edwards and Hewitt, of Illinois; Dickinson, of Massachusetts; Swett, of California, have been read and re-read by tens of thousands of the teachers of to-day. We shall only quote from witnesses whose work now is done and whose weight of opinion no one will presume to question.

And first, as an illustration, Horace Mann says: "I have heard that distinguished surgeon Dr. J. C. Warren, of Boston, relate the following anecdote which happened to him in London. Being invited to witness a very difficult operation upon the human eye, by a celebrated English oculist; he was so much struck by the skill and science which were exhibited by the operator, that a private interview was had with him, to inquire by what means he had be-

come so accomplished a master of his art. 'Sir,' said the oculist, '*I have spoiled a hat full of eyes to learn it.*'"

Thus it is with incompetent teachers—they may spoil school-rooms full of children in learning how to teach, and perhaps not always learn even then. We need young men and women thoroughly prepared to teach, and this thorough course of preparation can best be obtained at normal schools.

M. Guizot, one of the ablest ministers of public instruction which France has ever had, after referring to the means of securing an efficient system of popular instruction, says: "All the provisions hitherto described *would be of none effect* if we took no pains to secure for the public school an able master." And after enumerating the qualifications of such teacher, he adds: "To rear up masters approaching such a model is a difficult task, and yet *we must succeed in it or we have done nothing for elementary education.*"

Victor Cousin, another distinguished minister of public instruction in France, says:

"The best plans of instruction cannot be executed except by the instrumentality of good teachers, *and the state has done nothing for popular education if it does not watch that those who devote themselves to teaching be well prepared.* I attach the greatest importance to normal schools, and *I consider that all future success in the education of the people depends upon them.*"

Prof. A. D. Bache, in an able report which he made to the Girard College, says:

"Whenever education is to be rapidly advanced, *seminaries for teachers* offer the means for securing the result. Those

who resort to these become teachers of schools which they are fit at once to conduct, without the failures and mistakes usual with novices; for though beginners in name, they have acquired, in the course of two or three years spent at the seminary an experience equivalent to many years of unguided efforts. * * * These seminaries produce an *esprit de corps* among teachers which tends powerfully to interest them in their profession, and attach them to it, to elevate it in their eyes, and to stimulate to improve constantly upon the attainments with which they have commenced its exercise."

Hon. David Blakely, ex-Secretary of State and ex-Superintendent of Public Instruction of Minnesota, says:

"The most powerful and profitable agent in the elevation of the character of teachers is that of the normal school. To question the propriety and *necessity of training teachers* in the best and most improved methods of imparting instruction and in governing schools, is to challenge the wisdom of educating students for the practice of law or medicine, apprentices in the use of the tools of a trade, etc. A single word comprehends the whole case; we cannot have good teachers unless they are educated to the work, and they can only be educated by means of *efficient normal training schools*."

Hon. Edgerton Ryerson, Chief Superintendent of Public Instruction of Upper Canada, says:

"Wherever normal schools have been established, it has been found that the demand for regularly trained teachers has exceeded the supply which the normal schools have been able to provide. This is so in the United States and France; it is most painfully and pressingly so in England, Ireland and Scotland. I was told by the head masters of the great normal schools in London, in Dublin, in Glasgow, and in Edinburgh, that such was the demand for the pupils of the normal schools as teachers that in many instances they found it impossible to retain them in the normal school during the prescribed course, even when it was limited to a year."

Henry Barnard, one of the ablest of New England's educators, after thirty years' experience, says:

"In examining candidates who have never taught, I have rarely found one who seemed to have made the general method of conducting a school, or the particular methods of conducting the different exercises, a matter of special study. Normal teaching supplies this deficiency, and candidates from those schools generally have some distinct notions of what is to be done, and how to do it. And, though all such candidates do not succeed, yet every year's observation confirms the settled opinion of the best educators, that normal schools are essential to the highest success of our educational system."

Professor Stowe, in his report to the legislature of Ohio, thus facetiously replies to the objection that we have had good teachers without normal schools, and may have good teachers still:

"This is the old and stereotyped objection against every attempt at improvement in every age. When the bold experiment was first made of nailing iron upon a horse's hoof, the objection was probably urged that horse shoes were entirely unnecessary. 'We have had excellent horses without them, and shall probably continue to have them. The Greeks and the Romans never used iron horse shoes; and did they not have the best horses, which could travel thousands of miles, and bear on their backs the conquerors of the world?' So when chimneys and windows were first introduced, the same objection would still hold. 'We have had very comfortable homes without these expensive additions; our fathers never had them, why should we?' And at this day if we were to attempt, in certain parts of the Scottish Islands, to introduce the practice of wearing pantaloons, we should probably be met with the same objection. 'We have had very good men without pantaloons, and no doubt we shall continue to have them.' I know that we have good teachers already, and I honor the men who have made themselves good teachers, with so little encouragement and so little opportunity for study. But I also know that

such teachers are few, almost none, in comparison with the public wants; and that a supply never can be expected without the increased facilities which a good normal school would furnish."

Superintendent B. G. Northup says:

"In traveling over 12,000 miles a year, and visiting all parts of Massachusetts, I see abundant evidence that normal schools are advancing in public confidence, as time more fully develops their results. The people of this state regard the normal school as indispensable to a complete system of public instruction. The science and art of teaching cannot be properly taught in an ordinary academy. It is a great and difficult science, that needs a special school, as much as that of medicine or law."

Rev. A. D. Mayo, a distinguished educator of national reputation, says:

"We are wisely spending millions of dollars to *defend* the republican institutions of our state and our country. Can we wisely, prudently, *economically* withhold a thousand dollars to preserve and perpetuate them, after they are defended? Referring to this subject, Horace Mann said: 'The most momentous *practical questions* now before our state are these: In order to preserve our republican institutions, must not our common schools be elevated in character and increased in efficiency? And in order to bring our schools up to the point of excellence demanded by the nature of our institutions, must there not be a *special course of study and training to qualify teachers for their office*? No other worldly interest presents any questions comparable to these in importance.' I believe that our legislature will not fail carefully and wisely to consider them."

The following is the testimony of Rev. Dr. Sears, ex-President of Brown University:

"Having had occasion, formerly, to observe the influence of normal schools upon the profession of teachers, and upon

the system of public instruction in a neighboring state, and having examined the testimony of hundreds of school committees on the same point, I am prepared to express the opinion that there is as much to be learned in a professional school for teachers in respect to the theory and practice of instruction and discipline as there is in other professional schools for their objects. Of two individuals, of the same talents and education in other respects, the one who has been properly trained in a normal school has an undoubted advantage over one who has not. So it has proved in the hundreds of cases which came under my observation, or which were reported to me by school committees."

Hon. John Hancock, formerly Commissioner of Common Schools of Ohio, says:

"One of the great difficulties in the past history of education, especially in regard to common schools, has been the want of some system for the special training and instruction of teachers. Some of the most distinguished teachers of our country have arrived at eminence only after having wasted much time and energy in making experiments, many of them entirely unsuccessful, from the majority of which they might have been saved by attendance upon a good normal school."

Prof. S. S. Green, author of *Green's Grammar*, says:

"I say, unhesitatingly, that the maintenance of a normal school is indispensable to the success of the scheme of public schools in this state. So generally has the advantage of normal school instruction been conceded, that I can scarcely suppose that you desire me to give the arguments in its favor. I should regard the loss of that professional spirit which a good normal school inspires throughout the whole system of the state, as a great calamity. It becomes at once a standard of excellence in the art of teaching."

Testimony like this, and even stronger, if possible, has gone out from our Emersons, and Pages, and Pierces, and Waylands, and Colburns, and Batemans, and Edwardses,

and Hewitts, and Harveys, and Swetts, and hosts of others, until the sound has become like the noise of many waters. There is no resisting it; it cannot be ordered back into silence. Such a conclusion of the experience of those best qualified to make the observations, and who have watched with the most solicitude the progress and working of normal schools, would seem to preclude the necessity of defending them.

THE PURPOSE OF THE NORMAL SCHOOL.

The normal school is for the purpose of preparing our teachers for their specific work of government and instruction. One of our most intelligent educators says that one-half of the appropriation which the state annually makes for the maintenance of her public schools is nearly lost for good, through the incompetency of teachers. And the teachers are not to blame for this. The responsibility is with the state, in not furnishing facilities within their means by the use of which they may become competent. Teaching and governing are both a science and an art. They have their principles and their application. Few young teachers know these intuitively. They must reach them through a ruinous course of bungling experience, or they must be carefully and thoroughly taught them by a *specific school*, established for this purpose. *This is what Washington needs.* The first duty of a state is to adopt some means for supplying competent teachers, and the testimony of *all* our educators, as well as the result of experience, shows the most direct and economical way for securing this end to be the establishment of a NORMAL SCHOOL. So abundant and conclusive is this testimony that it is not easy to see how it can, for a single moment, be questioned. "Normal schools are preëminently the schools of the people. To maintain a normal school at the expense of the state is to use a portion of the public funds

for the direct benefit of every citizen. The teachers whom it educates are to go forth into the remotest and most secluded school districts. Its most usual effect is, by improving the qualifications of *public school* teachers, to make these schools as good as the best." This has been the invariable result everywhere where these schools have been established and sustained by a sympathy and liberality at all commensurate with their importance. This is true in all the states which have fostered them. They are found an indispensable part of our common school system. In Germany, France, Prussia, and in most of the national schools of Europe, *normal* training is made an indispensable prerequisite for teaching. Before our schools attain their highest point of excellence, it must come to be so in every state of our union. The time is coming when a person who has not received enough of such training to enable him, with some degree of facility, to adopt the best known methods of government and instruction, will no sooner be entrusted with the charge of a school than a deck hand on a tug boat would be selected to manœuvre a war ship in an engagement. Horace Mann, after alluding in the most laudatory terms to the very high character of the German schools and teachers, says:

"The *extensive range and high grade of instruction*, which so many of the German youth are enjoying, and those *noble qualifications* on the part of *the instructors*, are the *natural and legitimate result* of their *seminaries for teachers*. Without the latter, the former never could have been, any more than an effect without its cause."

NORMAL SCHOOL DEVELOPMENT.

From the feeble beginning on July 3, 1839, under the direction of Cyrus Pierce with only three pupils at Lexington, to state schools in nearly every state of this republic, with its well equipped corps of able teachers and its three hundred thousand students in attendance. This much has been accomplished in fifty-three years; still the pressing educational problem of to-day is, how shall we meet the demand for thoroughly qualified teachers for our public schools? We, as matter of necessity, must turn to our professional schools as the means by which this demand is to be met. We are familiar with the trite but true saying: "As is the teacher, so is the school." We will supplement, as is the normal school so is the teacher. This centers the responsibility where it rightfully belongs.

That the normal instruction and training of the country needs to be placed on a higher and broader plane, is admitted by all educators and friends of education. In proof of this we may call attention to the fact of the deep interest now taken in teaching as a science and a profession by a very large number of the colleges and universities. Schools of pedagogy, of the same grade and holding the same relation to the college or university as law, medicine and theology, are being organized; chairs of pedagogy and educational science are established in many colleges, and the ablest and most eminent educators are called to fill them. We would call special attention to the school of

pedagogy connected with the University of the city of New York, the transforming of the State Normal School of Albany into a Normal College, and the new departure of Harvard University taken in this line; also to the Clark University, a recently largely endowed institution located in Worcester, Mass., of which Dr. G. Stanley Hall is president. Dr. Hall is one of the most eminent of living educators. One of the leading purposes of this university is to investigate by all the methods and through all the means known to philosophy and science, the history and development of the educational theories and systems that have been prominent in their influence upon the education and civilizations of the world. It is not difficult to understand that when education and the profession of teaching shall receive their full share of the time, research, investigation and experiment that these higher institutions give to all the other lines of investigation and discovery, we shall be justified in expecting an equal advance.

RELATION OF NORMAL TO PUBLIC SCHOOLS.

It cannot be doubted that the popular heart of Washington is thoroughly wedded to the public school system as the best means of bringing the elements of rudimentary education to all the children of the state. The system is intended to give to every child—whether he be hid away in the mountain fastnesses or far distant from cities and towns and railroads, in remote districts of the bunch grass regions, or at points difficult to approach along our sea coast—the privilege of entering a school house to receive the rudimentary instruction provided for by the laws of our state. Let us cherish and foster our public schools; they are the friends of our children and our homes; they protect from the blinding shadows of ignorance; they generously encourage honorable ambition in the young; they lend a new charm and inspiration to our social life; they lead to the higher planes that bask in the sunlight of refining and elevating knowledge; they bring to the budding minds and tender hearts of our children the consciousness of personal dignity and self respect, and lead to the development of the highest and best types of manhood and of womanhood; they are the mainstay of our industrial classes, and the hope of the poor and the rich alike; they are the true conservators of the public morality and of popular liberty; they are the best pasture grounds for our colleges and our churches, and for all the noble and lofty enterprises that engage human attention and employ human

energies. Let us stand forever by our common schools, and make them bloom as a vast garden of perennial benefactions to our children and children's children. Fear not for the higher education in the higher institutions of learning; that, in its due order, will take care of itself. If we make the valleys bloom with flowers, we may rest assured that the fragrance will find its way up the mountain heights. We cannot, we must not, we *will* not, give up the common school system, which has come at last into the history of modern times as the outbirth of humanity's cry for knowledge and the protoplasm of higher, broader and grander civilizations. It has come as the morning star, with its silver glow preceding the brighter day, already dawning with its flood of golden glory. Our minds hail it and our hearts enshrine it.

A system so wise, so important, and so valuable to all our best interests, demands for its support and effective maintenance the aid of appropriate, helpful legislation and ample means.

The first legislature of this state moved nobly upon this line, and on March 28, 1890, the law was approved establishing the Washington State Normal School. Section 1 of said act reads as follows:

“There shall be established in the city of Ellensburg, county of Kittitas, a school, to be called the Washington State Normal School, for the training and education of teachers in the art of instructing and governing in the public schools of the state.”

This school stands in the relation to the public school that the military and naval academies do toward the army and navy, respectively, that prepare the officers to com-

mand the troops and marines. The young men that go to West Point or Annapolis have no right to demand such training at the hands of the government, but as the government must have an efficient army, she may secure that only by training her own commanders.

Thus the state may properly, yes, it must of necessity, support normal schools, in order that it may command an efficient corps of teachers for her public schools. Poor teaching wastes money. It is true economy on the part of the state to prepare good teaching talent, to the end that her money for public instruction may not be wasted; or better stated, to the end that it may be better utilized.

WHO MAY BE ADMITTED.

1. Those who pass the competitive examinations held by county superintendents.
2. Teachers in the state who hold first and second grade certificates.

“SEC. 11. At each annual meeting, the board shall determine what number of pupils may be admitted into the school; and this number shall be apportioned among the counties of this state according to the number of representatives from said counties in the legislature: *Provided*, That teachers holding first or second grade certificates may be admitted from the state at large. The county superintendents and the county boards of examination shall hold competitive examinations, before the 1st of May in each year, of all persons desiring to become pupils of the Normal School, which examination shall be conducted in the same manner as examinations for teachers' certificates. A list shall be made of the applicants thus examined, and they shall receive recommendations in the order of standing in examination: *Provided*, That superintendents may discriminate in favor of those whose age and experience specially fit them to become normal pupils. After

the expiration of the year a new list must be prepared, and those not recommended must be reëxamined, or forfeit their right to recommendation.

“SEC. 12. To secure admission into the junior class of the Normal School, the applicant, if a male, must be not less than seventeen years of age, or if a female, not less than sixteen years of age; to enter an advanced class, the applicant must be proportionately older. Applicants must also present letters of recommendation from their county superintendent, certifying to their good moral character and their fitness to enter the Normal School. Before entering, all applicants must sign the following declaration: ‘We hereby declare that our purpose in entering the Washington State Normal School is to fit ourselves for the profession of teaching, and that it is our intention to engage in teaching in the public schools of this state.’” (School Laws 1891, pp. 64, 65.)

In case an opportunity had not been given for competitive examination, and the applicant will classify with classes being taught, on satisfying the principal of their capability, character and worthiness, students will be admitted until the next examination occurs.

APPRENTICESHIP.

The practice of requiring the senior class to report their observations of the children, not only in school, but on the street and at play, that we might better be assured of their knowledge of child nature, has been so satisfactory that we have determined to follow as fully the policy so successfully practiced by Prof. E. Harlow Russell, of the State Normal School of Worcester, Massachusetts, as our conditions will admit; and we have adopted this plan, and insert an epitome of the same. We expect our conditions will require many modifications.

In addition to the work of the study and the class room,

systematic observation of schools and actual practice in teaching, under the joint supervision of the city superintendent of schools and the faculty of the Normal School, constitute an important element in our course of training.

They hold such consultation with the teachers of the school, and make such use of books, as may be most helpful to them in their immediate work as apprentices.

They make informal statements to the school of such facts of their experience as may be of advantage to the other students to hear—concerning ways of teaching, cases of discipline and the like.

Each apprentice keeps a diary of the occupation and experience as may be of advantage to the other students to hear—concerning ways of teaching, cases of discipline and the like—keeping in mind always the private character of the daily life of the school room, and the special warning against revelations that might seem objectionable.

The apprenticeship is designed to give the student practical acquaintance with the work of teaching, and training in that work. It is founded in the conviction that, whether education be a science or not, teaching in the public schools is an art—an art to the successful practice of which there is need of some initiation under the guidance of experience and skill; an initiation akin to that which an apprentice passes through in learning his trade.

A secondary purpose is to furnish the faculty of the normal school with more full and satisfactory data for their estimate of the teaching ability of students. How the recruit behaves under fire cannot be determined by drill in the manual, or by dress parade. The apprentice

goes far toward answering the important question. The apprentice is visited by some member of the faculty of the Normal School while engaged in the work, and is carefully observed and assisted by suggestions. The teacher of each school in which he has served makes out a report in the following form:

WASHINGTON STATE NORMAL SCHOOL, ELLENSBURGH.

Report of apprentice work of.....
 Grade.....
 Time, from..... to.....
 Scale, 10; no fractions used.

Bearing.....	Enthusiasm.....	Skill in explaining and illustrating.....	Skill in questioning.....	Power of interesting.....	Power of control.....	No. of tardinesses.....	No. of absences.....
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1st. What traits of excellence (if any) has been shown in teaching or management.

2nd. What weakness or deficiency.

(Signature.)

The need of maturity is apparent in the case of a large majority of those who enter upon the work of teaching.

That the object of the apprenticeship is attainable by the plan adopted is not merely probable, but is already a matter of experience. The method, although believed to be new in this country, is not in itself a thing new or untried.

The German system of public education requires of the candidate for the office of teacher a season of service under direction, of probation under supervision, the essential elements of which are embodied in this apprenticeship. Something like it also prevails extensively in England.

The students are found to derive from their experience a fresh interest in their chosen work. They realize the practical bearings of the principles and methods they have studied; they acquire the "courage of having done the thing before;" they test their remedies for the school diseases of inattention, disobedience and the like, by trial on actual patients; they acquire skill that is of vast moment to them at the critical period when they take charge, as teachers, of their first school.

It is no small evidence of good results that the school board of the city of Ellensburg heartily approve the system, on the ground of the benefit accruing indirectly to the city schools, through the greater fitness of the apprentices to become teachers.

As the student of the Normal School who passes successfully through the period of apprenticeship receives a certificate of the fact in connection with his diploma at graduation, the extra time required for the experience must in almost every case be more than made good by the greater probability of securing a position, and the greater likelihood of success at the outset of the teacher's career.

There are, however, individuals in the school for whom it is impossible or impracticable to undertake this special preparation. The apprenticeship is not enforced upon any student; it is simply recommended. Individuals who do not enter upon it enjoy all the advantages of the school, with this single exception.

THE STUDY OF CHILDREN.

This school is much indebted to Dr. G. Stanley Hall for a suggestion that the study of psychology might be pursued in part by the original observation of children. From this idea as a starting point, a scheme for this purpose has been worked out and adopted as a permanent part of the school curriculum.

The principal requests the students to observe the conduct of children in all circumstances—at home, at school, in the street, at work, at play, in conversation with one another, with adults—and record what they see and hear as soon as circumstances will permit.

When the work is explained to the school, great emphasis is placed upon the necessity of having the records genuine beyond all possibility of question; of having them consist of a simple, concise statement of what the child does or says, without comment by the writer; of making both the observation and the record without the knowledge of the child, and of noting the usual, rather than the unusual conduct of the individuals observed.

For convenience of classification, blanks of five colors are provided for the records. White paper is used for such observations as the students make themselves; red, for well attested ones reported by others; yellow, for reminiscences from their own childhood; green, for the mention of whatever they read on the subject, and chocolate for observations that extend continuously over a period of time. Each blank has the following heading:

WASHINGTON STATE NORMAL SCHOOL, ELLENSBURGH.

Study of Children.

- 1st. Date.....
- 2d. Observer's name.....; age.....
- 3d. Name (or initials) of person (child) observed.....; sex.....; nationality.....; age (years and months).....
- 4th. Length of time between making observation and recording it.....

RECORD.

If the record is from hearsay, the name of both recorder and observer must be given.

Pupils write the records at their convenience (immediately after making the observation is the best time), and put the papers in a designated place. A teacher reads them from time to time, and classifies them under the heads—knowledge, reflection, imagination, conscience, feeling, play, etc.

Both teachers and pupils feel that no other part of the pedagogical training has so direct an influence in developing the qualities most sought in a teacher. It is clearly manifest that it awakens curiosity concerning the phenomena of child nature, excites intelligent sympathy with children, and contributes to skill in discipline and instruction.

The work of making observations is not compulsory, but nearly all members of the school engage in it from genuine interest. A few selected papers are placed from time to time where they may be read by all who care for them. How far these serve as stimulus and example is not known; but every day, not excepting the first day of the term, brings its supply of records, even though the subject may not have been explicitly mentioned for

months. It is indeed the most nearly self-sustaining exercise in the school.

Many valuable records are reports of what is seen on the street on the way to or from school, but perhaps the highest value attaches to the reminiscences of the observer's own childhood. To recall one's own feelings, motives, and conduct in circumstances that are repeated in the life of every child, proves, as might be expected, in a high degree salutary, and affects sensibly the manner of judging others. The frankness and humor with which this kind of report is made are often very interesting.

Systematic instruction in psychology is aided both in the way of preparation and supplement by this additional study. Pupils are thus furnished at the outset with facts of their own observation, which serve as elementary materials for scientific classification and study; they have a habit of observing a certain class of phenomena, and have received suggestions and cautions that are of service to them in other departments; they are able to pass more easily to mental science, because they have learned that that, as well as natural science, can be pursued by an objective method; they have an already awakened and active interest in the subject that gives them pleasure in learning general principles, sometimes in part known by their own observations; and, moreover, they attach a different value to a text book which they see is a natural outgrowth of an experience like their own.

As all students make observations, many records have no value apart from the wholesome endeavor that made them; but a progress in the significance of the things

noticed and in the manner of recording them is apparent. During the latter part of a term the proportion of significant and valuable papers is greater than during the first part. All papers are carefully preserved, and it is hoped that they may be of value to students of child nature; but the primary object of collecting them is the training of prospective teachers, and so highly does the work commend itself as a means to this end, that, if nothing ulterior to this is gained, complete satisfaction, and no disappointment, will be experienced.

TEACHERS' AND CHILDREN'S INTEREST IN STATE NORMAL SCHOOL.

Teachers do not think of a Normal School and look to it merely to furnish those who have the high privilege of its training and discipline with the means of accomplishing a better work than they otherwise might do, but to exert a reflex influence upon the whole profession. They believe it will be the center of an energy which shall pervade the entire state, enter every school room, and ultimately mould and sway the doctrine and discipline of every teacher.

But there is another class in our communities, much more numerous than the teachers, who are specially interested. We refer to the children who are the pupils in our schools. We should deem ourselves recreant to our duty, as well as negligent to our privilege, did we not here recognize the paramount interest which they must have in this school.

This school, in its ultimate analysis, means, if it means anything, an end of empiricism in the schoolroom, an over-

throw of the novice and the installation of the skilled workman; it means the substitution of rational methods for irrational, or no methods at all; it means order in place of confusion, true discipline instead of self-rule, development instead of repression. To all of these new conditions of school life the average pupil will respond with hearty good will. However indisposed to personal effort, or to the recognition of authority, he still rejoices in the domination of a master spirit, and in the guidance of a skillful hand.

VALUE OF CERTIFICATES AND DIPLOMAS.

“SEC. 7. It shall be the duty of the board of trustees to prescribe the course of study and the time and standard of graduation, and to issue such certificates and diplomas as may from time to time be deemed suitable. These certificates and diplomas shall entitle the holder to teach in any county in this state for the time and in the grade specified in the certificate or diploma.” (School Laws 1891, p. 64.)

The board has established a three years course of study, and prescribed the value of certificates on finishing said course to be the same as state certificates. Persons, if qualified, may enter either of the advanced classes; but a diploma will be granted to none who do not spend a full year in professional training and actual practice under the direction of critic teachers. The design of the school is to train young men and women for the work of organizing, governing and teaching in the public schools of the State of Washington. Satisfactory work and deportment are the conditions of continuing in the school.

INSTRUCTORS.

The faculty is composed of mature and experienced instructors, specialists in many lines of work, whose wide and varied attainments and weight of character give great force to their influence upon students. While as teachers they may not be cast in the same mould, and may differ widely in their manner and methods of instruction, yet their work will be strictly normal, and these conditions favorable to a broad and liberal system of training.

Working together in a spirit of harmony, with a unity of aim and strict adherence to the principles of a sound education, indelible impressions of knowledge, truth and virtue may be made upon students which will be transmitted to the youth of the state. No methods will be taught that cannot be applied with value in some conditions in every well regulated school.

It shall be the aim to exemplify in discipline and instruction the great maxims of the world's great educators. We have the experience of the world to guide us and build upon.

Gentleness and love lie at the foundation of power to influence, guide and control.

Simplicity and modesty win true and lasting regard.

Purity and honesty give strength and beauty to character.

Earnestness and enthusiasm enkindle a desire in others as well as self to do and dare.

We learn to do by doing, and the cultivation of the physical and moral powers should be simultaneous with the intellectual.

The greatest foe to intelligence is vice-creating agencies, from which students should be kept free.

The units composing educational support are the family, the church and the state, coöperating, and the children of the rich and the poor alike deserve education; the results whereof are perfect intelligence and morality, without which no state can prosper nor even exist.

GOVERNMENT.

The discipline of the school will be based upon the principle of self-government by the students. Those who are unwilling to conform cheerfully to the known wishes of the faculty will be presumed to be unfit to become teachers. Self-control, self-reliance, self-culture, and self-promotion are elements necessary for the highest success in developing manhood and womanhood. We believe most thoroughly that the end of school government and discipline, intelligently conceived and administered, is the self-control and self-direction of the pupil.

HEALTH—RECREATION—PHYSICAL EXERCISES.

Health is the first thing to be desired. Without it, knowledge is of little comfort and life sometimes a burden. A student's life is one of diligence and pains-taking care. The body can be shaped as it grows, and every organ strengthened. Vigorous, cheerful, daily exercise of various kinds, indoors and out, promotes the health and gives appetite for severe study.

Recreation, too, must be indulged in—games, sports, unyoking from care, throwing off restraints, and as far as

time will permit, giving the mental powers a happy holiday.

Elocution, calisthenics, vocal and lung drills, singing, the cultivation of confidence in frequent debates, society exercises, and many others, will give that relaxation to the mind and that tone to the body which the faithful, hard-working student always needs.

COURSE OF STUDY.

The course of study covers three years, and embraces all the subjects now required for state certificates. The junior year will consist of academic studies, drills, and methods; the middle year adds observation in, and the senior year actual practice in the model school of at least one hour each day for each student.

COURSE OF INSTRUCTION.

JUNIOR YEAR.

<i>Professional.</i>	Civil Government and Constitution. Twenty weeks.	Manners and Morals. Five weeks.
<i>Mathematics.</i>	Algebra. Twenty weeks.	Algebra. Ten weeks. Arithmetic. Ten weeks.
<i>English.</i>	Grammar. Twenty weeks.	Composition and Literary Reading. Twenty weeks.
<i>Science.</i>	Physiology. Ten weeks. U. S. History. Ten weeks.	Zoölogy. Ten weeks. Geography. Ten weeks.
<i>Miscellaneous.</i>	Penmanship and Drawing. Twenty weeks.	Reading and Calis- thenics. Twenty weeks.

MIDDLE YEAR.

<i>Professional.</i>	Methods and Observa- tions in Model School. Ten weeks. Elementary Psychology. Ten weeks.	School Management and Observations in Model School. Twenty weeks.
<i>Mathematics.</i>	Geometry. Twenty weeks.	Geometry. Ten weeks. Bookkeeping. Ten weeks.

MIDDLE YEAR — CONCLUDED.

<i>English.</i>	General History. Twenty weeks.	Rhetoric. Twenty weeks. Letter Writing, Physics. Twenty weeks.
<i>Science.</i>	Botany. Fifteen weeks.	Physical Geography. Ten weeks.
<i>Miscellaneous.</i>	Penmanship and Drawing. Twenty weeks.	Reading and Physical Exercises. Twenty weeks.

SENIOR YEAR.

<i>Professional.</i>	Psychology. Ten weeks. Pedagogy. Ten weeks. Teaching in Training School. Twenty weeks.	School Law. History of Education. Teaching in Training School. Twenty weeks.
<i>Mathematics.</i>	Arithmetic. Ten weeks.	Algebra. Ten weeks.
<i>English.</i>	English Literature. Twenty weeks.	Review of English Grammar. Ten weeks.
<i>Science.</i>	Chemistry. Twenty weeks. Geography. Ten weeks.	Geology. Ten weeks.
<i>Miscellaneous.</i>	U. S. History. Ten weeks. Perspective Drawing. Twenty weeks.	Elocution. Twenty weeks.

Exercises throughout the entire course: Spelling and Word Analysis, Graphic Work, Clay Moulding, Drawing, Vocal Music, and Taxidermy.

For unclassified students not in regular course: Arithmetic, English Grammar, Geography, U. S. History, Bookkeeping, Commercial Arithmetic, School Management.

SCHOLASTIC COURSE.

The objects of education are *culture* and *knowledge*. The first qualifications of a teacher are cultured powers and a well informed mind. He needs knowledge in order to be able to instruct others; a person cannot teach what he does not know, and he should know much more than he attempts to teach. He needs culture for the power that it gives; the power to think, to originate, to influence, and to control. Hence—

1. *Thorough scholarship lies at the foundation of a teacher's course.*

2. *A normal school should make careful and ample provisions for the scholastic training of its students.*

The courses of study arranged for this institution are in accordance with these principles. All the branches of knowledge included in them are essential to give the student general culture, and to fit him scholastically for the profession of teaching. Attention is called to our work in several of these branches:

READING.

Special attention is given to reading and elocution. The course embraces vocal culture, the principles of elocution, and daily practice in their application. Frequent exercises in recitation and declamation are also required, and constant attention is paid to peculiarities and defects of pronunciation. This department, so generally neglected in educational institutions, does much for the inculcation of better taste and

practice in reading, and, in connection with the other language work of the school, trains our students in the correct use of pure English.

GRAMMAR.

A proper amount of attention is given to the study of English grammar. All our students have daily exercises in this branch, from the time they are prepared to begin the study until it is completed. In the lower classes, the method of instruction is concrete and inductive, much attention being paid to the proper use of words, the construction of sentences, and the correction of false syntax. In the higher classes, analysis and the philosophical principles of grammar are made more prominent.

ENGLISH LITERATURE AND COMPOSITION.

A course of English literature has been established, in which thorough and systematic drill in the English language is given to all our students. This course includes orthography, etymology, composition, letter writing, extempore and written debates, study of synonyms, rhetoric and English literature.

GEOGRAPHY.

The course in geography comprises:

1. General geography, including lessons upon the earth as a planet; general laws of the contour and relief of the earth's surface; hydrography; climate and distribution of vegetable and animal life; anthropogeography (man as dependent upon the physical condition of the earth's surface; the earth's surface as modified by the action of man).
2. Special geography, including lessons upon the physical characteristics of the ocean, and upon their relations to commerce and civilization; upon the physical characteristics of the continental masses; upon the relation of these physical characteristics to commerce, civilization, political divisions, etc.; upon the grand divisions; upon the United States, and upon Washington, from the same point of view.

PROFESSIONAL WORK.—A special course in methods of teaching geography is given, including a detailed outline of

the course of instruction and full illustrations of the method of conducting the lessons. Members of the senior class teach geography in the training school under the supervision of the head of the department.

HISTORY.

A brief sketch of early oriental nations, to gain a knowledge of their contributions to the world's progress. Careful study of the classical period of Greece and Rome, and of the early middle ages, covering the rise of the feudal system, the crusades, and the founding of the great European states.

English history, viewed as the developement of the English people, showing the elements of which the nation is made up, their gradual assimilation, and the steps in the nation's advancement.

United States history: Outline of the periods of exploration, settlement and colonial life, as preparatory to the main part of the work, namely, the careful examination of the national period, with study of our forms of town, city, state and national government.

THE NATURAL SCIENCES.

The work is conducted as far as possible in the laboratories, being as yet meagerly supplied with the materials, which compels the students to make their own tools to carry on their teaching in the public schools; and candidates for advanced standing are graded by their ability to observe accurately and comprehensively, to state tersely and precisely, to draw neatly and clearly, to generalize and classify readily, to manipulate and experiment deftly, to draw logical conclusions, and to avail themselves of the sciences for the cultivation of these powers in their pupils, rather than by their acquaintance with the principles of science, or familiarity with its phenomena.

Physiology and hygiene receive the attention their importance demands. The application of physiological laws to the proper regulation of school work is freely and fully discussed, and the duty of maintaining good health is strenuously urged. The practical work embraces weekly drill in gymnastic exercises.

In zoölogy, botany and geology the professional work concerns the educational value of the study as tending—

1. To cultivate the observing faculties.
2. To lay the foundation, by means of comparison and classification, for the habit of inductive reasoning.

In connection with the training school, special attention will be given to fitting students to handle successfully natural history work in the various grades of the public schools. Additional advantages will also be afforded in preparation for high school work.

Training in biological science includes the care of instruments, the preparation and mounting of histological specimens, and such direction of special studies as will prepare the student for successful original research.

To sharpen the powers of observation, the pupils determine genus and species of a great number and variety of specimens. From a study of typical animals, pupils are helped to discover points of resemblance and contrast in the different orders. The text-book serves to direct the study of the subjects, rather than as the end of study.

In zoölogy the first half of the term is devoted to description and classification; the second to the more comprehensive work of the study of structures by means of comparison.

Laboratory work is pursued throughout the term. In addition, students are taught to prepare and mount skeletons and to collect and prepare material for museum uses.

PHYSICAL SCIENCE.

PHYSICS.

The course in this science requires one term or more, according to the plan of study which the student is pursuing. The instruction is given by lectures and recitations in theoretical physics. The student is required to produce well written descriptions of the experiments that have been made by the professor in charge, or by himself, and to make accurate drawings representing the laws governing the phenomena of nature wherever this can be done with advantage; and

this advantage is found in nearly all parts of the subject, especially in dynamics and light. The mathematics of mechanics and of other departments involving measurements of many kinds, where applicable, is taught with care; but one term will usually be occupied by the student in personal experimentation in order to acquire skill in manipulation and habits of scientific inquiry. Special reading as supplementary is very useful and will be insisted upon. The student will be trained in electrical measurements and computation and encouraged to manufacture pieces of apparatus, for which a tool room is designed.

CHEMISTRY.

Laboratory work during the whole of the first term. The class determine the effect of the ordinary reagents on twenty-five common elements, and from their experiments devise and put in practice a scheme of qualitative analysis. This is followed by lectures upon the elements and compounds, delivered in turn by the class, and illustrated by experiment; and finally by a brief study of the history of the atomic theory.

MATHEMATICS.

The normal school course in mathematics aims to secure two objects: culture of the power of deductive reasoning, and practical skill in the application of mathematical principles. Mental arithmetic is placed at the foundation of this course, both for its discipline and for its influence in the acquisition of the other branches of science. The course in written arithmetic is thorough and complete. While in mental arithmetic the object is analysis and mental discipline; in written arithmetic the aim is the power of synthetic thought, and skill in the application of the science.

The other branches of the subject are likewise thoroughly taught. When a student finishes geometry he is expected to be able to demonstrate any proposition in the course; to complete algebra, he must know how to explain the principles as well as to solve the problems.

RHETORICALS.

This study is taken by the entire school. Its object is twofold: First, to familiarize the pupil with the works and lives of representative American writers; and, second, to afford careful training in the principles of English composition, and reading aloud. Opportunity is also given for some work in declamation.

The authors selected for study are Lowell, Bryant, Whittier, Taylor, Holmes and Hawthorne. (A study of Longfellow and Irving is assigned to the English work of the first year.) One poet and one prose writer are read each year. Composition and declamation work is assigned at the discretion of the different teachers, but work of exceptional value is given a hearing before the whole school.

PHYSICAL TRAINING AND KINDERGARTEN.

That physical training should be made an obligatory part of courses of study in all of our schools for the training of teachers, and not left to the convenience or option of the teacher, we think is beyond doubt; this training to be intelligent—that is, based upon correct physiological principles and knowledge—systematic, adjusted to the needs of the pupils, and thoroughly applied. It is well established that time spent in this work proves a good investment. We are further satisfied that if one-fourth of the school time were spent in cultivating the body and building up the health and strength, greater intellectual results could be obtained than is now accomplished in the whole time. It is a great mistake to train the mind at the expense of bodily health.

We also believe that the true kindergarten is the best place on earth for children from three to six years of age while they are outside of their beds. But unless the proper accommodations, appliances, kindergarten material and a skilled kindergartener to control, direct and instruct can be had, the attempt should not be considered. We hope the coming winter will bring forth legislation which will permit us to make a start in this important and desirable work, and until

such time will not enter into any discussion as to means, methods and necessities.

PROFESSIONAL COURSE.

LAST YEAR—THEORY AND PRACTICE OF TEACHING.

The work of the last year, in each course, will be strictly professional, and include a critical review of the subject-matter of the common school branches and the methods of teaching them; a brief history of educators and their principles; a thorough study of the accepted methods of instruction; and actual practice as a teacher in the School of Practice. It will be the purpose of the work of the last year to develop all the teaching powers of the student and put him in the way of doing original and efficient work.

These things are indispensable to the highest success in teaching:

1. Scholarship, or knowledge of the subjects, to be ascertained by examinations, and to be recorded. The examination must be made in all the subjects of the course, or marking accepted from school of high standing.

2. Skill in teaching. Provision is made for practice in teaching in the School of Practice.

Most of the student's time for the last twenty weeks of the course will be spent in teaching in these classes. In many instances it cannot be ascertained whether a student has such skill, or can acquire it, until very near the end of this term. It is essential that the teaching done in the school should show decided ability to instruct before graduation; and the school will give every possible opportunity for developing and cultivating the *ability to teach*. A diploma will be given to all who, on this ground, fairly earn it; but a repetition of the work of teaching in the School of Practice, with the exhibi-

tion of better results, will sometimes be required, or *the student must be content with certificate of standing as a scholar.*

3. All those varying but almost indefinable qualities, whether of temper, manner, habit, or intellect, which may be grouped under the term *character*. These can never be a substitute for knowledge or skill; but are the accompaniment of such qualifications, if not their basis. The absence of them, without indicating personal demerit or any disqualification for another calling in life, is an absolute bar to good teaching. They cannot be recorded; their lack can only with great difficulty be stated to a student, and often cannot be understood when stated to a third person or a friend; but their presence or absence is a safer augury of success or failure than any marks or records. In all doubtful cases they must be the ground of final decision; in all cases of clear merit or demerit they afford a strong corroboration of other and more technical grounds of judgment. In a work calling for special and peculiar qualifications, like teaching, these qualities must be taken into account; when exhibited in the actual work of teaching, they must always modify, and sometimes even reverse, the record of recitations and examinations. The judgment of the faculty as to the fitness or unfitness of a student to be a teacher, present acquirements and character being duly considered, must often, if it should not always, depend mainly on their estimates of the student's character.

SCHOOL ECONOMY AND MANAGEMENT.

Ten weeks are given to the following topics:

1. School organization: (a) Principles, aims, modes. (b) Nature of a graded school—basis of gradation. (c) Courses of study. (d) Nature and value of reviews—frequency. (e) Examinations—how, when, how often; nature. (f) Reports and records. (g) Teachers' meetings. (h) Criticisms—value, limitations, dangers.

2. Employment: (a) Study. (b) Recitations. (c) Recreation.

3. Government: (a) Objects. (b) Forces. (c) Principles. (d) Methods.

4. Physical conditions: (a) Sites. (b) Ventilation. (c) Light. (d) Heat. (e) Exercise.

5. Moral culture: (a) Conditions. (b) Limitations. (c) Objects. (d) Methods.

6. Supervision: (a) Ends, value and modes of supervision. (b) The Superintendent: (1) His qualifications. (2) Duties. (3) His relation to teachers, pupils, parents. (c) Discipline. (d) Course of study.

PHILOSOPHY AND HISTORY OF EDUCATION.

Some time is given to the philosophy of education, with Rosencranz as the basis of investigation and study. It comprehends the nature, form and limits of education; its physical, intellectual and moral elements.

We should know what philosophers and educators have said concerning the aims and methods of education; be acquainted with the experience of others, that we may avoid the methods and practice that have proved defective. We need the light of the past, which may be obtained by a clear and concise knowledge of the various theories in the order in which they have occurred, and a knowledge of the present to correct his judgment and broaden his views, that the best results may be obtained with the least expenditure of force, time and material.

The course of professional instruction embraces fundamentally two things, the science of teaching and the art of teaching. In the art of teaching the student's work is governed by the principles of the science of observation and the methods employed by skilled teachers. This view is impressed on the minds of teachers by the pedagogical motto, *theory, observation and practice*.

PROFESSIONAL INSPIRATION.

Beside instruction in principles and methods, we endeavor to impress pupils with a love of their profession. Its claims as a science and an art are asserted; its intrinsic excellence, as compared with other professions, is set forth; its vital importance to the individual, to society and the state, is demonstrated.

We labor to fill the minds of our students with an enthusiastic love of teaching, and to inspire their hearts with a spirit of consecration that will send them forth as missionaries in the great work of popular education.

The scope of the practice work will be seen by the course of study of the public schools of the city of Ellensburg, where the practice work is done. Several of the rooms will be taught by the students from the senior class, and in all grades any of this class who show sufficient skill will be permitted to teach under the special direction of the training teacher, and the general direction of the superintendent of the city schools.

COURSE OF STUDY, ELLENSBURGH PUBLIC SCHOOLS.

PRIMARY SCHOOLS.

GRADE I.—FIRST YEAR.

FIRST TERM.

Reading.—Chart and primer work. A combination of the phonic and word methods to be used. Use black board freely in teaching new words. Observe the following order: (1) The idea represented by the word to be learned. (2) The word as a sound; uttered first by the teacher, then by the pupils. (3) The word as a form, with constant drills in recognizing it at sight. In selecting words for black board study, take such nouns as cat, rat, mat, etc., slate, gate, rake, etc., illustrating the short and long sounds of the vowels. The phonic elements of words used should consist of such vocal, sub-vocal and aspirate sounds as may easily be separated and combined to form familiar words. After fifteen or twenty words have been learned, begin spelling by sound and letter. Using sounds already learned, the pupil should be led to discover new words. The diacritical marks found in Webster's dictionary are to be used to indicate the sounds to be given. As soon as the pupils are able to do so, every new word should be written on their slates.

Spelling.—Spell all the words learned; at first by sound, then by letter.

Writing.—Script on slate and paper. Those using synthetic method may print the words. Slates should be ruled, and pencils long enough to be held with ease.

Number.—Counting to 50. Writing numbers to 10. Other easy number exercises.

Language.—Oral exercises—conversations with the children on familiar objects; require complete sentences; teach forms of polite language, such as “thank you,” “excuse me,” “good morning,” “yes, sir,” etc.

Hygiene.—Short talks with the children about neatness, cleanliness, the need of exercise, keeping feet dry, etc.

Morals and Manners.—Instruction and training in truthfulness, honesty, gentleness, obedience to parents and teachers, kindness toward playmates. Verses and maxims may be taught at stated intervals, such as will aid in moulding the character and directing the actions of the children.

Form Study and Drawing.—Copy easy pictures and figures on blackboard, slate and paper.

Music.—Imitation songs.

Physical Culture.—Betz’s Manual; first six lessons of Course I. (Book in hands of teacher only.)

SECOND TERM.

Reading.—First Reader. Sounds of vowels and consonants learned. The pupil to continue the practice of discovering new words, the elementary sounds and silent characters of such words to be properly marked. The meaning of words illustrated by sentences drawn from the pupils by the teacher.

Spelling.—All the words in the First Reader.

Writing.—Copying from blackboard the words and sentences written by the teacher.

Number.—By means of familiar objects, such as books, marbles, blocks, spools, sticks, etc., teach addition, subtraction, multiplication and division from *one* to *six*, inclusive. Numbers can be put together by addition and multiplication, and taken apart by subtraction and division. The five signs learned; use number stories. Read and write numbers to 50.

Language.—Conversation. Written sentences containing

one or more given words. Filling blanks in sentences. Careful correction of all errors of speech.

Hygiene.—Same as first term, including effects of stimulants and narcotics.

Morals and Manners.—Same as first term.

Form Study and Drawing.—Study cube, sphere, cylinder as wholes, as to surfaces, faces and edges. Supplement in modeling and drawing other objects based on these forms; teacher following Prang's Primary Grade or Manual, Part I, first half.

Music.—Imitation songs.

Physical Culture.—Betz's Manual, Course I.

GRADE II—SECOND YEAR.

FIRST TERM.

Reading.—Second Reader to Lesson 36. All new words should be pronounced and defined before the pupils are required to read the lesson. Special attention to precision in pronunciation. Selections from other readers for supplementary work. Pupils should be encouraged to read at home such papers and magazines as are adapted to them.

Spelling.—All words in reading lessons.

Writing.—Slate, board and paper work. Use of pen begun. Harper's "tracing" No. 1.

Number.—Wentworth's Primary Arithmetic to page 67. Addition, subtraction, multiplication and division of numbers to 10. No product or amount to exceed the number studied. Exercises for practice. Roman notation to L. Read and write numbers to 100.

Language.—Conversation on familiar objects. Written sentences. Tell and write easy stories. Rules for use of capital letters. Question mark rule. *Names* of other punctuation marks taught in connection with language and reading lessons.

Hygiene.—Parts of the human body. Teach cleanliness and the laws of health.

Morals and Manners.—Memory gems intended to cultivate reverence, love of country, respect for parents and teachers, obedience to law.

Form Study and Drawing.—Free hand drawing—no book. Study hemisphere, square and triangular prisms as to surface, faces, edges, angles and lines. Much supplemental work should be done. Pupils should be encouraged to draw freely; teacher following Prang's Primary Manual, Part I, second half.

Music.—Whiting. First one-third of Book I.

Physical Culture.—Betz's Manual; first seven lessons of Course II.

SECOND TERM.

Reading.—Second Reader completed. Selections from other sources for supplementary reading may be introduced with the advice and consent of the superintendent.

Spelling.—All words in reader. The meaning and use of words should be carefully taught.

Writing.—Words and sentences should be taught by copy. Position of pupils and manner of holding pen should be looked after with attention. Harper's "tracing," No. 1.

Number.—Wentworth's Primary Arithmetic from page 67 to 116. Read and write numbers of four places. Roman notation to C. Multiplication table as far as numbers learned.

Geography.—Familiar talks on seasonable subjects. The rain, snow, frost, clouds, cold and warm weather, fruits, grain, flowers, trees, etc. Direction. Division of time. Day, night, week, year, spring, summer, etc.

Language.—Continue work of first term.

Hygiene.—Same as first term.

Morals and Manners.—Same as first term.

Form Study and Drawing.—Study ellipsoid, ovoid and equilateral triangular prisms as wholes, as to faces, etc. Sup-

plement in drawing and modeling by objects based on these forms; study division into equal parts; study ellipse, oval, and triangles; develop ideas of proportion and symmetry; teacher following Prang's Primary Manual, Part II, first half.

Music.—Same as first term.

Physical Culture.—Betz's Manual, Course II.

GRADE III—THIRD YEAR.

FIRST TERM.

Reading.—Third Reader, to Lesson 28. Careful attention to the thought; have pupils give the substance of each lesson in their own language. Meaning and use of all new words to be taught as they occur in reading lesson. Every mark on the printed page should be understood. Particular attention to articulation, emphasis and inflection.

Spelling.—All the words in reading lessons; also words in other lessons. Use diacritical marks.

Writing.—Harper's "tracing," No. 2. Special attention to be given to position and holding the pen.

Number.—Wentworth's Primary Arithmetic, from page 116 to 161; multiplication table; notation and numeration, to six places; mental problems; Roman notation, to D.

Geography.—Points of compass; the idea of a map; map of the school room; school grounds; city. Use of scale to be taught.

Language.—Hyde's Practical Lessons in English, first book to page 29. There should be definite *purpose* in each exercise. Develop and bring out one point at a time, except a definite result, from the pupils in each lesson.

Hygiene.—Pathfinder, No. 1; first half of book.

Morals and Manners.—Occasional talks about the behavior of children at home; at school; at church; in the presence of company. Memory gems, as in Grades I and II.

Form Study and Drawing.—Free hand drawing. Review all solids taught in preceding lessons. Study division, proportion and symmetry; study cone, pyramid and vase forms; different views of these forms; supplement in modeling and drawing; review the twelve solids; Prang's Primary Manual, Part II, second half.

Music.—Second one-third of Whiting, first book.

Physical Culture.—Betz's Manual; first six lessons of Course III.

SECOND TERM.

Reading.—Third Reader, from Lesson 28 to 51; supplementary work. Follow directions for first term.

Spelling.—All the words in reading lessons. Selections from other lessons. Diacritical marking.

Writing.—Same as first term.

Number.—Wentworth's Primary Arithmetic from page 161 to 207; review multiplication table; mental problems to be given in every recitation; notation and numeration to seven places; Roman notation to M.

Geography.—Washington, map of—rivers, cities, railroads, productions, bordering states, public institutions. Introductory geography to page 26.

Language.—Hyde's Practical Lessons in English, first book to page 57.

Hygiene.—Pathfinder No. 1 completed.

Morals and Manners.—Work of first term continued.

Form Study and Drawing.—Book I, Prang's Shorter Course to page 7; Prang's Models, No. 7; supplement work in drawing and making; follow Prang's Shorter Course Manual to page 19.

Music.—Third one-third of Whiting's first book.

Physical Culture.—Betz's Manual, Course III.

GRADE IV—FOURTH YEAR.

FIRST TERM.

Reading.—Third Reader from Lesson 51 to end of book. Careful attention to articulation, accent and inflection; special attention to the use of pauses and meaning of words; analysis of lesson and careful attention to subject-matter; supplementary reading.

Spelling.—From reader; speller to page 30; diacritical marking; spelling, both oral and written.

Writing.—Harper's No. 1. Special attention to be given to position, holding the pen, movement, and analysis of letters.

Arithmetic.—Wentworth's Grammar School Arithmetic to multiplication; Brooks's New Mental to page 22.

Geography.—Introductory to page 50; draw skeleton map of North America; have pupils copy and study, (1) the general form and extent; (2) peninsulas and capes; (3) gulfs, bays and other indentations; (4) islands; fill in mountains and plateaus, river systems and lakes, then important cities and railroads; moulding forms.

Language.—Hyde's Practical Lessons in English, first book to page 86; use picture lessons, pages 3 to 15.

Hygiene.—Pathfinder No. 2, to chapter 9, page 77, used as supplementary reading.

Morals and Manners.—Reverence, obedience to authority, kindness to playmates and animals, politeness, gratitude, truthfulness, honesty, courage, etc., taught by means of stories, illustrative examples, memory gems and maxims.

Form Study and Drawing.—Finish Book I. Supplement work in drawing and making. Teacher following Prang's Shorter Course Manual to page 29. Work to be done first on blank paper and repeated until a fair degree of skill is acquired; then to be copied in drawing book as a specimen of pupil's work. Special attention to neatness in drawing.

Music.—First half Whiting, Book II.

Physical Culture.—Betz's Manual; first seven lessons of Course IV.

SECOND TERM.

Reading.—Fourth Reader to Lesson 30. Special attention to inflection, emphasis, tone, pitch, slur, etc., also to definitions and subject-matter of lessons.

Spelling.—From Reader. Speller from page 30 to 45. Diacritical marking and definitions.

Writing.—Harper's No. 2. Analysis of letters.

Arithmetic.—Wentworth's Grammar School Arithmetic, from multiplication to decimals, pages 46 to 78. Brooks's New Mental to page 37.

Geography.—Introductory to page 80.

Language.—Hyde's Practical Lessons in English, first book completed.

Hygiene.—Pathfinder No. 2, to chapter 13, page 141, used as supplementary reading.

Morals and Manners.—Same as first term.

Form Study and Drawing.—Book II, Prang's Shorter Course to page 7. Supplement work in drawing and making. Original designs; teacher following Prang's Shorter Course Manual to page 44. Prang's Models, No. 8.

Music.—Second half Whiting, Book II.

Physical Culture.—Betz's Manual, Course IV.

GRAMMAR SCHOOL.

GRADE V—FIFTH YEAR.

FIRST TERM.

Reading.—Fourth Reader from Lesson 30 to Lesson 61. Definitions. Form the habit of consulting the dictionary when a new word is met with in the preparation of the lesson.

Spelling.—From Reader and other lessons. Speller from page 45 to page 60. Diacritical marking. Definitions.

Writing.—Harper's No. 3. Position of pen. Analysis of letters, and drills in movement.

Arithmetic.—Wentworth's Grammar School Arithmetic, from decimals to multiples and measures, pages 78 to 98. Brooks's New Mental to page 57.

Geography.—Introductory to page 111. Develop map of United States as a whole.

Language.—Welsh's First Lessons in English, to chapter 4, page 50.

Hygiene.—Pathfinder No. 2, completed, used as supplementary reading matter.

History.—Eggleston's First Book, to page 102.

Morals and Manners.—Instruction in reverence, love of country, honor, good name, self-control, etc. Lessons on the evil of wrong doing, evil speaking, profanity, etc.

Form Study and Drawing.—Finish Book II. Supplement work in drawing and making; original designs; teacher following Prang's Shorter Course Manual to page 55.

Music.—First half of Whiting, Book 3.

Physical Culture.—Betz's Manual; first six lessons of Course V.

SECOND TERM.

Reading.—Fourth Reader completed. Thought study and free use of the dictionary. Definitions.

Spelling.—From Reader and other lessons. Speller from page 60 to 75. Diacritical marking.

Writing.—Harper's No. 4. Position and analysis of letters.

Arithmetic.—Wentworth's Grammar School Arithmetic, from multiples and measures to complex fractions, pages 89 to 135. Brooks's New Mental to page 63.

Geography.—Harper's School Geography to page 36. Map drawing.

Language.—Welch's First Lessons in English to "kinds of adjectives," page 97.

History.—Eggleston's First Book, completed.

Science.—Animals in Paul Bert's Science.

Morals and Manners.—Same as first term.

Form Study and Drawing.—Book III. Prang's Shorter Course to page 7. Prang's Models No. 9. Supplement work in drawing and making; original designs. Follow Prang's Shorter Course Manual to page 78.

Music.—Second half of Whiting, Book III.

Physical Culture.—Betz's Manual, Course V.

GRADE VI.—SIXTH YEAR.

FIRST TERM.

Reading.—Fifth Reader to Lesson 32. Attention to expression and thought. Use freely the dictionary.

Spelling.—From Reader and other lessons. Speller from page 75 to 90. Diacritical marking.

Writing.—Harper's No. 5. Analysis of letters.

Arithmetic.—Wentworth's Grammar School, from complex fractions to compound quantities, pages 135 to 155, and review. Mental arithmetic to page 89.

Geography.—Harper's School Geography to page 66. Map drawing.

Language.—Welsh's First Lessons in English, to chapter 7; Civics for Young Americans, to page 63.

Science.—Plants (omitting classification and stones and soil), in Paul Bert's Science.

Morals and Manners.—Instruction on good habits, industry, politeness, love of country, respect for those in authority, obedience to law, fidelity to official trust, and other duties involved in good citizenship.

Form Study and Drawing.—Finish Book III; supplement work in drawing and making; original designs; Prang's Shorter Course Manual, to page 90.

Music.—First half of Whiting, Book IV.

Physical Culture.—Betz's Manual; first six lessons of Course VI.

SECOND TERM.

Reading.—Fifth Reader, from Lesson 32 to Lesson 60. Require pupils to give substance of each lesson in their own language; teach proper vocal expression of the thought and feeling.

Spelling.—From Reader and other lessons; Speller from page 90 to page 105; diacritical marking of words.

Writing.—Harper's No. 5. Analysis of letters.

Arithmetic.—Wentworth's Grammar School Arithmetic, from compound quantities to percentage, pages 155 to 202; Mental Arithmetic, to page 102.

Geography.—Harper's School Geography, to page 100; map drawing.

Language.—Welsh's First Lessons in English completed; Civics for Young Americans completed.

Science.—Physics in Paul Bert's Science.

Morals and Manners.—Same as first term.

Form Study and Drawing.—Book IV, Prang's Shorter Course to page 7; Prang's Models, No. 10; supplement work in drawing and making; original designs; teacher following Prang's Shorter Course Manual to page 106. Pupils make their own models.

Music.—Second half of Whiting, Book IV.

Physical Culture.—Betz's Manual, Course VI.

GRADE VII—SEVENTH YEAR.

FIRST TERM.

Reading.—Fifth Reader, from Lesson 60 to Lesson 90; careful drill in thought reading. Study life of author; his style as shown in the selections.

Spelling.—From Reader and from other lessons. Speller from page 105 to page 118. Diacritical marking.

Writing.—Harper's No. 6. Analysis of letters.

Arithmetic.—Wentworth's from percentage to bank discount, pages 202 to 233. Mental Arithmetic, all of section 6.

Grammar.—Welsh's English Grammar to chapter 13, to page 66.

Geography.—Harper's School Geography completed.

History.—Eggelston's to chapter 20, page 116. "History and geography go hand in hand. Assign topics, sending the pupil to any accessible source for information. No true progress is made unless a definite idea is gained of the location of the event. The stories of the navigators lose their charm unless the children can, in imagination, trace their journeys, and reproduce, from memory, a map of them, showing the starting point of each, the entire route, and the land discovered."

Morals and Manners.—By means of short talks, illustrative examples as they occur in reading lessons, etc., memory

gems, maxims, etc., instill correct ideas in regard to honor, reputation, character, self control, self denial, slander, profanity, etc.; good habits, temperance, purity, etc.

Form Study and Drawing.—Finish Book IV; supplement work in drawing and making; original designs; teacher following Prang's Shorter Course Manual to page 120.

Music.—First half of Whiting, Book 5.

Physical Culture.—Betz's Manual; first six lessons of Course VII.

SECOND TERM.

Reading.—Fifth Reader completed; attention given to expression, and to the development of thought; study the biography, also the literature of the author, with home reading of his other literary productions, when practicable.

Spelling.—From Reader, and from other lessons; Speller from page 118 to 131; diacritical marking.

Writing.—Harper's No. 6.

Arithmetic.—Wentworth's, from bank discount to proportion; pages 233 to 254; mental arithmetic; all of section 5.

Grammar.—Welsh's English Grammar to chapter 21, page 124.

Science.—First half of Steel's Physiology.

History.—Eggleston's History; Revolutionary War, to page 197. Each place to be located on map.

Morals and Manners.—Same as first term.

Form Study and Drawing.—Book V, Prang's Shorter Course, to page 7. Prang's Models, No. 10. Supplement work in drawing and making; original designs; teacher following Shorter Course Manual to page 132.

Music.—Second half of Whiting, Book V.

Physical Culture.—Betz's Manual, Course VII.

GRADE VIII—EIGHTH YEAR.

FIRST TERM.

Reading.—Selected.

Spelling.—Speller from page 131 to 145; also words taken from other sources.

Writing.—Harper's No. 7.

Arithmetic.—Wentworth's, from proportion to mensuration, pages 254 to 278. Mental Arithmetic, all of section 7.

Grammar.—Welsh's English Grammar to chapter 28, page 175.

Science.—Steele's Physiology completed.

History.—Eggleston's History to close of Mexican War, page 292. Locate places on map.

Morals and Manners.—Review of work done in the lower grades, inculcating reverence, love of country, obedience to law, respect for civil officers, fidelity to official trusts, politeness, self-denial, purity, honor, truthfulness, etc.

Form Study and Drawing.—Finish Book V, supplement work in drawing and making; original designs. Follow Shorter Course Manual to page 141. Pupils make their own models.

Music.—First half of Whiting, Book VI.

Physical Culture.—Betz's Manual; first six lessons, Course VIII.

SECOND TERM.

Reading.—Fifth Reader completed.

Spelling.—Speller from page 145 to 160; also words taken from other sources.

Writing.—Harper's No. 7.

Arithmetic.—Wentworth's completed from page 278, and reviews. Mental Arithmetic, completed.

Grammar.—Welsh's English Grammar completed. Review.

Science.—Chemistry in Bert's Science.

History.—Eggleston's History completed.

Morals and Manners.—Same as first term.

Form Study and Drawing.—Art Education, No. 8. Prang's Models for No. 8. Supplement work; original designs; teacher following Manual for No. 8. Drawing from objects.

Music.—Second half of Whiting, Book VI.

Physical Culture.—Betz's Manual, Course VIII.

GENERAL REMARKS.

Supplementary work and reviews to be given where necessary and practicable. Stated and regular exercises in composition and declamation will be required throughout the course.

HIGH SCHOOL.

GRADE IX.

First Term.—Physical Geography, Higher Arithmetic, English Grammar, Algebra, Civil Government.

Second Term.—Bookkeeping, Higher Arithmetic, Composition, Algebra, Civil Government.

GRADE X.

First Term.—Algebra and Geometry, Natural Philosophy, Rhetoric, General History, Literature.

Second Term.—Geometry, Natural Philosophy, Rhetoric, General History, Literature.

GENERAL INFORMATION.

LOCATION, BUILDINGS, ETC.

The State Normal and Training School of Washington is located in the city of Ellensburg, in the beautiful and productive Kittitas valley, near the geographical center of the state, on the Northern Pacific Railroad, midway between the eastern and western centers of population, and accessible to each.

The city has about three thousand inhabitants, noted for their intelligence, enterprise and moral character. It has churches of nearly every denomination.

Ellensburg is a cultured, healthful city, and the legislature has evinced wisdom and good judgment in locating here this state institution.

BUILDINGS AND GROUNDS.

The school will for the present occupy the upper floor of the new and beautiful public school building, generously offered by the citizens of Ellensburg until an appropriation shall be made by the legislature and buildings erected upon grounds already selected and undergoing adornment.

The rooms are sufficiently commodious, consisting of a large assembly room, seated with the most approved school desks, and several recitation rooms upon each side, so that the movement and management of classes will be in full accord with the best methods of the day. The advantage of the public school in the rooms below, which will be used by the Normal as a model school, cannot be overestimated.

APPLICATIONS FOR TEACHERS.

Numerous boards of education and directors of schools apply to us for teachers. We are always pleased to answer such requests by furnishing good teachers, but we are better able to do so near the close of each school year than at any other time. Persons desiring to secure our graduates should write early, as we cannot always furnish them to fill positions in all grades of schools.

It must not be supposed that all persons who attend our school for three or six months are good teachers. We are willing to be held responsible for the teaching of our graduates only.

EXPENSES.

Tuition, also the use of text books, is free; but students, when they take books from the library, are required to make a deposit of three dollars, which sum will be returned to them on the return of the books in good order.

BOARD.

There is at present no boarding hall connected with the school, but board, furnished rooms, light and fuel, is furnished by many of the best families at four dollars per week.

Rooms and houses can be secured for club and self-boarding at very low rates. Many of our best students embrace these opportunities, reducing the cost nearly or quite one-half of this amount.

All boarding places and rooms rented must be in places approved by the faculty.

TO VISITORS.

A hearty invitation is extended to the parents and friends of pupils—to all, in fact, who may feel inclined—to visit the school, and see the current and method of its daily working. The first two and last two weeks of a term are, obviously, the least favorable times for a visit.

The school officers and superintendents of cities and towns are particularly and earnestly urged to make themselves acquainted with this school—especially designed, as it is, to aid them in their work of improving our public schools—and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

LITERARY SOCIETIES.

There are connected with the school two literary societies, the Crescent and Eclectic.

In these societies, literary exercises consisting of readings, declamations, essays, orations, debates, etc., are held weekly.

LECTURES.

During the past year five lectures were delivered before the students by Prof. Hewett, late President of the State Normal University of Illinois. Plans are being matured for a larger number of lectures before the students the coming year, by many of the distinguished educators of the state.

CONTINUOUS REVIEWS.

In answer to numerous inquiries, it seems best to note here the fact that classes in the common branches begin reviews at the opening of each half term. There is no time

in the school year when students desiring reviews in arithmetic, grammar, geography, orthoëpy, reading, civil government, etc., cannot find classes which will meet their needs, but students are strongly advised to enter at the beginning or else at the middle of a term.

KIND OF STUDENTS WANTED.

Our work is special. We do not offer a general, academic, college, preparatory or seminary education. We devote our whole time and energy to the training of teachers, and all our appliances have been gathered that we might offer better advantages to teachers. We invite all those who want to learn to teach, and those only. We want those who have good ability, good habits and good purposes. We offer such our best help and encouragement. We can assist them greatly. When qualified to do good work as teachers we can help them to positions.

SELECTED EXTRACTS ON EDUCATION AND SCHOOLS.

PREPARATION NECESSARY FOR TEACHING.

Thorough work in any calling requires thorough preparation. No one thinks of doing anything remarkably well without giving that thing unusual attention. Whenever any one distinguishes himself by a brilliant performance, it is proof positive of extra labor in preparation. Success is the result of preparation. It is measured by the degree of preparation. In other callings this well known truth is never questioned. No one dreams of success at law or in medicine without long and careful preparation. Why should teachers succeed without it? A teacher works upon children. A child is a complex being—part animal,

part intellectual, part spiritual. The laws of its being, growth and development are difficult to understand and more difficult to apply. He deals with children, not singly, but in masses. At school, children influence each other. They are more impulsive, more wayward, less subject to reason and right. To train a child is a task so difficult that poets, priests, prophets, sages, kings and philosophers have failed, even with their own children.

To train a room-full—to furnish the right mental and moral food and medicine, and to have it taken at the right time and in the proper manner and quantities, is the most difficult problem in the world. No natural gifts are sufficient for the work. Every teacher should study the nature of the child, the nature of the mind, the laws of its action, impulses, emotions; should learn to know its weakness and its strength.

In the work of teaching, no one has ever succeeded, and no one ever will succeed, without thorough preparation.

LESSONS.

The proper work of the normal school is to develop the mind, give a clear comprehension of the theory of education, and teach the application of the theory in practice.

A normal student should differ from other students in his conduct, in his study and in his recitation. Preparing to become a teacher and a leader, he should in conduct be manly, frank, energetic, self-reliant, having a high standard of thinking and action.

In study he should aim to master the subject from a teacher's standpoint, seeking to know the subject in all its relations, and in recitation he should try to recite so that

the subject may be clear to others, rather than show it is clear to himself.

Obedience to know truth is the king's highway to that which is still beyond us.

The firm resolve to do our duty, regardless of feeling, is the surest way to beget and foster right feeling.

It is a very good thing to be great, but a greater thing to be good.

The secret of success consists in knowing what to do and how to do it, and then doing it when it should be done and as it should be done.

The wisest man may be wiser to-morrow than he is to-day.

Every man is his own worst antagonist.

The most valuable quality in education is accuracy.

No opposition can baffle the persistent man.

Youth must work in order to enjoy.

The complete mastery of one subject is better than a superficial knowledge of many.

The great difference in men consists in this: Some think; others do not.

The spirit of self help is the root of all genuine growth in the individual.

More persons are made good by exercise than by nature.

COUNSEL TO THOSE WHO HAVE DECIDED TO ATTEND OUR SCHOOL.

Arrange your plans to begin with the session, and be found in the assembly room the first morning of the term.

Come with the determination of giving yourself wholly to school work. Expect to meet trials, difficulties and dis-

couragements here, but prepare to meet them with firmness and resolution, and they will soon disappear. Remember that your progress will depend upon yourself, and that there is no more a royal road to learning here than there is elsewhere.

The chief advantage of our school is a high standard of conduct, study and recitation, a strong incentive to earnest and faithful work, resulting from many and diligent associates, and the encouragement of kind and faithful teachers. Come prepared to share in the work and in the rewards of study, and determine to do all that good students should do.

Do not think you can learn everything in one term. The best results come from pursuing a few studies thoroughly. While you cannot learn everything in a single term, there are four things we wish you to learn, even while you are pursuing other studies, and these we wish you to learn the first term. They are the lessons of attention, of concentration, how to study and how to recite.

ACKNOWLEDGMENTS

Are due to several leading educators for facts, and some thoughts in this report, among whom are Drs. G. B. Sill, of Michigan; Lyte, of Pennsylvania; Taylor, of Kansas; Stockwell, of Rhode Island; Hewett, of Illinois, and Gordy, of Ohio.

Also for valuable educational reports to the following state superintendents, some of them being full sets: Patterson, of New Hampshire; Dickinson, of Massachusetts (full set); Stockwell, of Rhode Island; Draper, of New York; Sabin, of Iowa; also from superintendents of Michigan (full set), Wisconsin, Minnesota, Tennessee, Arkansas and Texas, and Hon. W. D. Perkins, state librarian of California (collection of thirty volumes); also to Dr. Harris, commissioner of education, the superintendent of coast survey, the superintendent of Smithsonian Institution and the superintendent of geological survey, and the Hon. John L. Wilson, for valuable educational works for the library of the school.

Also to Miss Katie McBride and Mrs. Maurice, of Ellensburg, for valuable minerals from Yellowstone Park and other sections for our cabinet; also, to Malcolm W. Odell, of Stevens county, for collection of minerals from same county. Such gifts are solicited, and all are duly appreciated.

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INAUGURATORY ADDRESS.

Delivered by Prof. E. C. Hewett, LL. D., in Normal Hall,
September 15, 1891, at the Opening of Washington
State Normal School.

I do not acknowledge myself to be an old man, but when I began to study geography I was taught that the American Union consisted of twenty-four states. To-day the number, I believe, is forty-four—almost twice as many!

This increase is wonderful, surely; but the increase in number is not all, nor is it the most wonderful. The undeveloped resources of these new states and territories were not dreamed of fifty years ago. The gold of California and of these other states of the great west; the silver and other minerals; the vast resources of the forests and the sea; the millions of acres of the richest soil, that was supposed to be only rugged mountain or sandy desert; all these were unknown to our fathers. Each new state, as it has been explored, settled and developed, has revealed an astonishing store of resources, many of them wholly unsuspected, waiting for the sturdy industry, the skillful hand and the inventive genius of the coming citizen to bring them forth that they may bless the world.

This new and vigorous state, bearing the name of the Father of his Country, is by no means an exception to the statements just made. Its grand natural resources are the pride of your people, and justly so. You deem no fostering care, no outlay of money, too great for their development; and you are right.

But, right here, I want to call your attention to another fact of transcendent importance, a fact to which you are not blind, but which I want to set vividly before your consciousness. It is this: Vast and valuable as are the resources of a state in its soil, in its forests, in its minerals, in its navigable waters, etc., its most valuable resource is always to be found in the *children* born within its limits. With these children trained to intelligence, strength and vigor, it may be prosperous and happy—a blessing to itself and to the world, even if much of material resource should be lacking or should be undeveloped. But if its citizens fail to be intelligent, strong and virtuous, all its material resources are of little value; they may become a curse, even. An increase in wealth *may* be the

worst thing that can happen to a man, or to a state. How completely history attests the truth of Goldsmith's terse lines!

"Ill fares the land, to hastening ills a prey,
Where wealth accumulates, and men decay."

A recent writer very truly says: "The wealth or power of a state does not consist in its natural possessions of any kind, but in its men."

Another expresses himself thus: "While we have been perfecting our mechanisms, we have sometimes forgotten that the finest of all raw material is to be found in men; and we have not yet done our utmost, indeed we have done comparatively little to work up and improve that."

As a simple precaution for our national safety, nothing is more important than the proper education of the rising generation. An ignorant people is a dangerous people always—trebly so in a republic, where the people both make and execute the laws. Aristotle says: "The fate of empires depends upon the education of youth." How much more the fate of republics!

Helmholtz says: "Every nation is interested in the progress of knowledge on the simple ground of self preservation, even were there no higher wants of an ideal character to be satisfied."

And you all remember the ringing words of Sir William Jones—words that ought to be familiar to every school-boy and to every statesman as well:

What constitutes a State?

Not high-raised battlements or labored mound,

Thick wall or moated gate;

Not cities proud, with spires and turrets crowned;

Not bays and broad-arm ports,

Where, laughing at the storm, rich navies ride;

Not starred and spangled courts,

Where low-browed baseness wafts perfume to pride.

No! *men*, high minded men—

With powers as far above dull brutes endued,

In forest, brake or den,

As beasts excel cold rocks and brambles rude—

Men, who their duties know,

But, know their rights, and, knowing, dare maintain;

Prevent the long-aimed blow,

And crush the tyrant while they rend the chain.

These constitute a State;

And sovereign law, that State's collected will,

O'er thrones and globes elate,

Sits empress, crowning good, repressing ill.

Edmund Burke has said, "Education is the cheap defense of nations."

For these reasons—that is, because the most valuable of a state's resources are found in its children, its men and women of the fu-

ture—and because well trained citizens are the strength and cheap defense of the state; for these reasons, the state is bound to see that every child within its borders has the opportunity for his best development. On this fact rests the truth of the maxim that the “money of the state should educate the children of the state.” This principle was clear in the mind of the great Washington. He says, in his famous farewell address to the American people, “Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.” Jefferson, too, held the same views, which he tried to embody in more than one educational scheme. His pet university at Charlottesville was an outgrowth of this belief.

This principle is generally accepted by the American people. But an unquestionable corollary of this principle is, that the state should not only make ample provision for the education of all its children from the public purse, but that it should also insist that no child misses the benefit of this provision in consequence of the greed of his parents or of his own indifference.

Dr. Draper says: “Already it is an accepted doctrine that the state has rights in the child as well as its parents, and that it may insist on his education; also, that every child has a claim upon the government for good instruction.”

Dr. J. L. M. Curry, the eminent agent of the Peabody fund, says in his last report: “Conditions in life may vary greatly, but no one should be permitted to say that the commonwealth has treated him unfairly, or placed him at a disadvantage. Education should, therefore, be given to all; and to let a child grow up in ignorance is treason to the state, to humanity, and to God.” He used these strong words in an address to the legislature of Louisiana, in May, 1890.

Nor is it enough that the state make provision for a rudimentary education *only*. It needs the fully trained powers of all its citizens, and a full training cannot be provided in the common schools. The germs of highest power and usefulness are found in the children of the poor quite as often as in the children of the rich. Hence, if the state would avail itself of the trained powers of all its children, it must provide for the higher stages of education as well as the lower.

Professor Huxley says: “I believe no educational system in this country will be worthy of the name of national, or will fulfill the great object expected of it, unless it be one which establishes a great educational ladder, the bottom of which shall be in the gutter, and

the top of which shall be those universities of which we are justly so proud."

Now, if this is the true conception of a great system of general education for Britain, can the conception be less for a great system suited to the needs of America? It is on this ground that high schools and state universities at public expense are justifiable.

No graver or more serious problem can confront a people than the proper education of the coming generation. This is true — (1) Because of the importance of the work to be done; (2) because of the difficulty of doing it rightly. We have pointed out briefly its importance; let us now consider for a little its difficulty.

Education is not so simple a matter as many people think; in fact, it would seem that in the minds of many it means nothing more than merely teaching. And, even then, with this narrow conception of education, the matter is made still worse by assuming that the teacher needs no other qualification than simply to be possessed of the knowledge that he is to communicate; it is assumed that any one who knows a thing is thereby fully prepared to teach it to others. Now, there is no one thing, in my opinion, concerning which the generality of our people need to enlarge their views more than in respect to this subject of education. In most cases, the conception of the thing itself is by far too narrow. Let us consider the matter a little.

Now, to take these children, as they are born into the world, with all their peculiarities, desirable and otherwise, which are due to their *heredity*; to develop them *physically*, so that their bodies shall be not only healthy, but the ready servants of their souls; to train them *intellectually*, so that they can enter upon the intellectual heritage of the race; so that they can weigh propositions rightly, arrive at just conclusions, and form correct judgments; to train them into right *moral* habits so that they shall be obedient to rightful authority; shall be truthful, honest, industrious, just, cleanly, courteous, kindly and reverent; *this* it is to educate them. And nothing less than this is demanded in any education worthy of the name.

Compayré says: "To cause gross natures to pass from the life of the senses to intellectual life; to make study agreeable, to the end that the higher pleasures of the spirit may struggle successfully against the appetites for material pleasures; to put the book in place of the wine bottle; to substitute the library for the saloon; in a word, to replace sensation by idea: such is the fundamental problem of popular education." This is good; but, even this does not tell the whole story. Nothing short of complete manhood of the highest possible type is the ideal. And can man or angel attempt a more worthy or more difficult task than this?

Of course, the school is not to do the whole of this great work. A large part belongs to the home, to society and to the church.

But there is a certain part of the work that belongs preëminently to the school.

Intellectual culture is, and ought to be, the main business of the school, still all its operations should be so carried on that true physical and true moral education, in all the aspects that we have named, should be constantly fostered and wisely helped. Home, society, the church and the school should all work in harmony, along the same general lines, directed by the same guiding principles, with the single, common aim of bringing all the boys and all the girls up to a worthy manhood and womanhood.

But, unfortunately, many homes utterly fail to do their share, through indolence, or ignorance, or vice; ay, more, their influence is often diametrically opposed to the outcome of a true education. The society in which many children are reared is such that its influence leads downward, and not upward; and often the child does not come under the influence of the church at all, and sometimes almost the only influence that the church seeks to exert is in the direction of dogma and creed alone. Now, the failure of any or all of these agencies in the child's education, to do their part, devolves additional burdens on the school, unless the whole of his education is to be a dismal failure. Nor is this the worst of it, that they fail to do their part—for home and society will have fostered *bad* habits in the child, if they have not led to the formation of good ones. And so the school not only has to attempt to do what ought to have been done elsewhere, but it has to do what it can to undo these bad habits, and to correct evils, where it ought to have found the most efficient help.

In view of all this, it is easily seen that the proper work of the school is no easy task; it is not something that crude boys and girls are competent to take up, no matter how proficient they may be in the common branches of study. The language of the great Dr. Channing on this point is none too strong. He says: "To educate a child perfectly requires profounder thought, greater wisdom, than to govern a state; and for this plain reason, that the interests and wants of the latter are more superficial, coarser and more obvious than the spiritual capacities, the growth of thought and feeling, and the subtle laws of the mind—which must all be studied and comprehended before the work of education can be properly propounded."

When, therefore, we consider the difficulties of the teacher's work, and when we reflect that in this country teachers do not continue in the occupation above three or four years on the average, we are not surprised that good, competent, well trained, earnest teachers are the great want of our schools. Good teachers are always scarce, although candidates for the teacher's office are

plenty. Better teachers have always been the greatest need of our schools; it is so to-day, and it is likely to be so for years to come.

Beside the question of better teachers, all questions of courses of study, methods of instruction, school houses and apparatus, text books and school furniture, school systems and school laws dwindle into comparative insignificance.

With good teachers, good results may be obtained even if any or all of these requisites just mentioned be seriously defective, or if many of them be even wholly lacking. But let the schools have all these requisites, and let them be of ideal excellence, and still the whole will be a lamentable failure if the good teacher is wanting.

It is my deliberate conviction that, taking our nation as a whole, not less than fifty per cent. of the millions spent on our public schools every year is wasted, because of incompetency or inefficiency in our teaching force. So far as valuable returns are concerned, half the money might as well be dumped into the Pacific ocean. This state of things is sad; it is alarming; and yet it is easily accounted for.

When we reflect on the inherent difficulty of the work to be done; and then remember that many of those who undertake it are scarcely come to years of maturity; that they have had no opportunity for special preparation; that, in general, they are tested by the official examiner on their scholastic qualifications *only*, and that a majority of the community neither appreciate nor demand special preparation, the wonder is that our teachers are as good as they are.

All our best and most thoughtful writers on education realize that there is both a science and an art of education; that the science rests upon some of the profoundest truths of philosophy, and that the art is one of the most delicate and difficult that a human being ever undertook. Tate, the eminent English writer, says: "It is a lamentable error to suppose that if a man has knowledge, he must necessarily possess the art of communicating that knowledge." Dr. Thomas Hunter, principal of the Normal College, New York City, says: "The once prevalent idea that the only qualification necessary for a school teacher is mere scholarship has been very nearly abandoned. It has taken a long time to convince school boards that teaching is a trade, a profession, like watch-making, navigation, or medicine. All the learning of Lord Bacon would not enable a man to make a watch unless he had first practiced the trade; all the science of Isaac Newton would not impart the power to navigate a ship unless the captain had previously learned the art of seamanship; and the learning of both combined would not enable a man to manage a district school and attain the object for which it was designed, without a careful study and practice of the

principles of teaching." It is more than doubtful if Dr. Hunter is right in his opinion that this idea is nearly abandoned. Dr. Curry says: "Teaching seems to be the only profession or work in the world in which experience and professional preparation are not considered of indispensable importance. Imparting information is not education. Hearing a lesson is not inspiring a thirst for knowledge." I might easily extend these extracts and opinions beyond the utmost limits of your patience and good nature. It is hard to find an intelligent person who has thought upon this subject, and who does not fully recognize the possibility and the importance of *special* preparation for the teacher's work.

But, granted that there is a science and an art of education, and that the candidate for the teacher's office needs to be instructed in both, and granted that such instruction can be given in a school, the question still arises whether we may not depend upon private means and private effort to prepare sufficiently an adequate number of well qualified teachers for all our schools? As an answer to this question, we may say that it never has been done, nor is there any reason to hope that it ever will be done, in this way. In recent years, many private schools, and several colleges, have attempted this work, and some of them have rendered efficient help in this direction. The work of others has been worse than nothing. There is no authority to set the standard and to supervise the work.

The conclusion to which almost all of our states have come is, that this work will not be effectually done unless the state shall undertake it, at the state's expense. Nor are our states alone in this matter. Many of the most enlightened nations of Europe—notably, Germany, France and Switzerland—came to the same conclusion long since; and they are putting forth more vigorous efforts in this direction than are any of the states of this country.

In a recent address, David Starr Jordan, President of the new Leland Stanford University, said: "That the proper training of teachers is a matter of real economy, has been recognized by every state in the Union, and this fact has led to the establishment of state normal schools. We recognize that thorough professional training is the best antidote to educational quackery and fraud. It is cheaper for the people to pay for the education of teachers, and then to pay the teachers an increased salary because they are educated, than it is to depend on the haphazard training furnished by the law of supply and demand."

Now, the proper and *only legitimate* work of a normal school is to furnish just this special training necessary to the teacher, that he may properly discharge the duties of his important and difficult office. It is a true professional school—like schools of law or medicine. Precisely what shall be its course of study must be determined

largely by circumstances. It will be somewhat different in cities, where all its students have had the advantage of a good high school education, from what it will be in a state school, where a large part of its most promising material comes from the bush or the prairie, with very little scholastic preparation.

Mr. Gilbert, of New York, says: "These normal schools are organized and conducted for the clearly defined purpose of disciplining and training teachers for their work. They are based upon the idea that the instructor must both *know*, and know *how to teach*. To prepare men and women to become successful teachers is the paramount object of these normal schools, and of no other schools in this state. It is here that the fundamental difference lies. It is no answer to say that many of the same subjects are taught in both classes of schools. Many branches of education are common to Union College and to West Point Academy. And yet, the different ends proposed and sought give radically different characters to those schools."

And this is the work that our state normal schools are doing, and are prosecuting with vigor and success, from ocean to ocean.

Granted that, even in Massachusetts, the normal schools do not train *all* the teachers, by any means—although the proportion is steadily growing—still these schools, established by authority, in the control of expert educators, are lifting the *tone* of all the educational work in all our states. Their influence is felt in the remotest district, even if it has never enjoyed the services of a teacher who was trained in a normal school.

The growth of the normal school idea—that is, schools for the training of teachers and supported by the state—is something wonderful.

On the occasion of the dedication of the first normal school house, Horace Mann said: "It is the completion of the first normal school house ever erected in Massachusetts—in the Union—in this hemisphere. It belongs to that class of events which may happen once, but are incapable of being repeated. Coiled up in this institution, as in a spring, is a vigor whose uncoiling may move the spheres."

And yet it is a curious fact that these schools have encountered serious opposition all along the line of their history.

Different classes have opposed them, and from different motives. But it is probable that the most persistent and the most intelligent opposition has come from far-seeing men who were opposed to the whole system of free public schools, and who have clearly seen that to attack the normal schools is to attack the whole system at the strategic point. This is the view of Mr. Gilbert, from whom I have quoted already. He says: "This is the strategic point in the attack

on common schools. When the great Napoleon undertook the siege of Toulon, he and his officers were studying the map of the city and its environs; after a few moments of silence, during which his eye had discovered that point in the defenses which, being secured, all was secured, exclaimed: 'There is Toulon.' So, we imagine, the enemies of our free education point to the normal schools and say: '*There are the common schools.*' To destroy the one will be to inflict a death-blow upon the other."

But, as we have seen, despite all opposition, the movement for state normal schools—beginning in great feebleness, and fear, and weakness—has gone forward to the vantage ground on which we see it standing to-day.

And to-night it is our glad privilege to celebrate the inauguration of this new State Normal School, established by this new and flourishing state, in this beautiful town, on this fertile plain, surrounded by its mountain sentinels.

I note in your constitution some unique and excellent provisions. In article 9, section 1, I read: "It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste or sex." This is not unique, but I do not remember to have seen the thought expressed with more vigor or justice in any other similar document. And you have proceeded, at this early date in your state's history, to give the true meaning to the words "ample provision," by providing normal schools for the training of your teachers—thus properly recognizing the paramount need of all our schools.

The enabling act, under which your state entered the great sisterhood of the American Union, not only provided for "the establishment and maintenance of a system of public schools, which shall be open to all the children, and free from sectarian control;" not only granted the usual liberal amount of public lands for the support of those schools, but made a special grant of a double portion of the public domain for state normal schools. This, I think, is a *new* feature.

The great poet is scarcely cold in his grave, who sang of "The continuous woods, where rolls the Oregon, and hears no sound, save its own dashings." To him those "solitudes" were the place of the *dead* alone. But to-day the Oregon can hear far other sounds in abundance; and the *living* are here by the hundred thousand. And yet the multitudes that are now here, with all that they have brought of civilization and hope and vigor, are but a handful—the advance guard of the millions that are coming. And, among the sounds of this coming multitude, I hear the patter of myriads of little feet and the merry clamor of glad young voices; I see the

bright eyes and rosy cheeks of the throngs of children, and I see their dimpled hands stretched out, asking to be led into the paths of knowledge and usefulness. And, here, to-night, we inaugurate an institution whose sole purpose it is to prepare the teachers who shall clasp those little hands and guide those eager little feet up the rugged heights which they must climb.

It is now the day of small things with us; but who can tell whereunto these things shall grow? No man can foresee the future into which this institution, now launched, shall develop; but, as Mann said, here lies coiled up a spring whose uncoiling shall become a wondrous uplifting power.

As the sparkling waters from your mountains, led down into the waiting soil, give greenness and beauty, flowers and fruitage, where all was barrenness and desolation before; so it is given us to believe that, as the future years in the history of this commonwealth unroll, there shall go forth from this fountain perennial streams of influence that shall make glad all this great state, through all coming time.

To this purpose, and in this hope, we inaugurate the Washington State Normal School.

OUR FIRST ANNIVERSARY.

JOHN F. B. JENNINGS

BACCALAUREATE SERMON.

Delivered Before the Graduating Class of Washington State Normal School, at the Normal Hall, Sunday, June 11, 1892, by the Rev. Kenneth J. Duncan.

THERE IS NOTHING NEW UNDER THE SUN.

The eye is not satisfied with seeing, nor the ear filled with hearing.

The thing that hath been, it is that which shall be; and that which is done is that which shall be done; and there is no new thing under the sun.

Is there anything whereof it may be said, see, this is new? It hath been of old time, which was before us.—Ecclesiastes, 1:8-10.

There is no new thing under the sun. This decisive statement of the inspired writer seems to be the finality of all investigation, the ultimatum of all research. It is a thought, or a conclusion of thought, belonging to matured minds and adult reasons; mind and reason ripe for the unfolding of life's larger ideas. A child could not be persuaded of this truth, which to philosophers is an axiom. The delight of surprise fills the child's life. To the child going out to find an opening flower, a sparkling stone, a gorgeous butterfly, a rainbow, a star brighter and nearer than the rest, all things under the sun are new. Life is a wonder world, an Alladin's tale. Nature is a prestidigitator; childhood, the delighted beholder, satisfied with her mysteries but not too awed to ask to go behind the scenes. To see the wheel go around becomes the restless longing of every child, which is the restless longing of an active brain; the prophecy of investigation, research, invention, reaching its final discovery with this startling thought: "There is no new thing under the sun." This is a truth in perfect harmony with the delight experienced by the child in investigation, the surprise of discoveries and the intense desire of learning; it is not intended to rob life of a single delight belonging to the divine spirit of learning. It contains, however, truth which appeals for recognition to minds that are no longer infantine; to lives verging upon manhood and womanhood; to them, who having reached for the bubble and found it but a water-cell filled with air, have passed from surprise to examination,

from disappointed grief to a study of laws governing this splendid creation; do you ask for an interpretation of the text? Here it is: "The eye is not satisfied with seeing, nor the ear filled with hearing."

When we address a class of ladies and gentlemen, graduates of a state normal, we assume and pay respect to minds restless and unsatisfied at the mere sights and sensation of knowledge, children no longer in the passive acceptance of elementary facts, but competent to think, reason, weigh, measure; evolve from the effect the cause; discover the unseen hand that blends the glorious colors of the rainbow; measure the distance from the wondering child to the twinkling star; explain the mysterious sleep of the chrysalis; the evolution of the caterpillar; the resurrection of the butterfly; demonstrate the fixed facts by fixed principles behind them. To be a teacher in the noblest conception of the office is to be a scholar. Young ladies and gentlemen, you have your parchments within your reach; your memories are well stocked with facts and figures, rules, principles and theories. In the pride of your achievements, the consciousness of well-sustained parts, credible examinations, and excellent scholarships, you may be pardoned, I am sure, if you indulge the conceit that there is nothing new under the sun that you have not discovered. But I also give you credit for being thoughtful and true to the larger impulses of a youth born in this nineteenth century with the conviction that, though the sun is millions of miles away, the mind's eye cannot be satisfied with seeing, but it must sweep the inconceivable distance in search of the unknown; compel every creation and creature under his powerful light to yield to modern knowledge the secrets of their being. We must stand upon the heights of other men's achievements, look abroad upon a vast field of undeveloped truth, upon a world stored with hidden resources and treasures, fully equal to the appealing minds, in touch with, abreast with, and carried on by the great pressure of modern investigation and civilization. From this view point, and this alone, can we lawfully determine that there is nothing new under the sun. It must be the thought behind the flash and gleam of the scholar's eye, returning from rich incursions into wide domains of science, literature, philosophy, art, and all departments of truth and knowledge; NEVER must it be the daring presumption of ignorance.

Not alone intense thought and learning must determine this independent statement seeming to conflict with modern discovery and invention, but the highest ambitions that can be entertained will lead us to this conclusion: "There is no new thing under the sun." When rightly understood this text is a truth most inspiring to those who have yet to attempt what others have mastered. It is further interpreted by a complementary truth belonging to the context,

"The thing that hath been, it is that which shall be, and that which is done is that which shall be done, for there is no new thing under the sun." Now, here is a thought most disastrous to the pride of modern invention and research; and yet it is the very fact needed to correct pride, enlarge thought, carry to perfection invention, intensify and develop genius and skill. It was this fact borne out before the minds of men that carried out invention from the tallow candle to an electric arc and incandescent glow. That pride should not be centered in man, but in God, originality is seen to be by the wisest an impossibility. Man's brightest ideas are but sparks of a smouldering genius innate in the minds of the past ages. That pride should not center in invention, but in the larger development of a creation and life within which God hath hidden the marvelous possibilities seen to be from the creation of the world. Thousands of ages have not exhausted them, but this age, which also has discovered the inexhaustible treasures of divine grace through Christ the divine genius, has through Christian civilization made possible the larger development of the old treasures and hidden mysteries of divine providence.

"There is nothing new under the sun; the thing that hath been, it is that which shall be." But how it shall be is for the ambition of every man and woman of this and future generations to answer. The sun is a long distance away from us. Professor Langley, in "New Astronomy," has estimated "if we could have taken a railroad train, moving with the speed of a limited express, leaving the sun for earth when the Mayflower left Delf's Haven with the Pilgrim fathers, and had run day and night from that day to the present, we would still be many years away from earth." And he naively remarks, "We should need leisure and money for such an excursion, since the fare for such a trip at current rates would be something over \$2,500,000. It is not the earth that is so large, but the distance from the sun—that great source of all our forces, of brain, intellect, genius, power, life itself—is so vast. As sunbeams stored from creation are only now flashing forth to illuminate or drive the wheels of commerce and travel, so influences starting toward earth ages ago are just being felt, quickening into life and motion our generation. "Is there anything whereof it may be said, 'See, this is new,' " asks the author of Ecclesiastes, and then he adds: "It hath been already of olden time which was before us." This is a statement we need doubt only a moment, while from our knowledge of past discoveries we attest this truth. We pride ourselves on living in an age of new discoveries and the invention of new things, and pity our ancestors for being born too soon; but our pity is misplaced, and our conceit untimely. The real truth seems to be that the ancients knew about everything that we know. The learned man of two or three thou-

sand years ago was so far superior to the majority that he was regarded as a wizard, and prudently kept his wisdom to himself. In our schools to-day we use Euclid's Elements of Geometry, written by Euclid twenty-two hundred years ago, who also wrote on music and the science of optics. The science of optics must have been far advanced in Euclid's day, for we read that Alexander the Great had a copy of the Illiad inclosed in a nut shell, and it is quite certain that it could not have been written without the aid of a microscope. Nearly four thousand years ago the Egyptians and Assyrians observed the stars through a "sliding tube," which we have every reason to believe was the telescope. Our finest steel razors cannot compare with the Damascus swords of steel used several thousand years ago. The people of Tyre produced Tyrian dies, as did the Egyptians, the most perfect in the world. The ancients could spin and weave glass into garments and dye it in every shade of the rainbow. Twenty centuries before the birth of Watt, Hero of Alexandria, described machines whose motive power was steam; he also invented a double force pump, used as a fire engine, and anticipated the modern turbine wheel by a machine that he named "Neolpile." Here were the ideas that have made the eighteenth and nineteenth centuries famous, struggling for expression and adaptation in past centuries. Is there anything whereof it may be said, "See, this is new?" Electricity; and we are being ushered into an age preeminently the electrical age, as the one now drawing to a close is the age of steam. Electricity derives its name from the Greek word for amber, "electron," because Thales, 600 B. C., discovered that amber when rubbed attracts light and dry bodies. The marvelous electric achievements of the nineteenth century were prophesied by the Greek scientific priests, who drew lightning from the clouds by means of iron rods.

The knowledge of the great building enterprises of the ancients prove the existence of all mechanical powers, screw, lever, pulley, inclined plane, wedge, wheel and axle, as well as mechanical engineering, we have no knowledge of. The ancient Gauls used a reaping machine. Natural gas conveyed in bamboo tubes was utilized in China centuries ago, and one of the old Mongolian authors writes of boxes which repeated the sound of voices of men long since dead, approximating to Edison's invention of the phonograph. By these and hundreds more illustrations from the past, we have brought to our minds this fact: That there is nothing new under the sun. And this truth, striking at the root of modern pride, touches a spring of hope from which shall gush forth inspiration for our whole future. The truth which pays tribute to the past and denies to the present the crown of glory until the highest and richest attainments possible to human genius and learning shall have

been reached, holds before you the prize. "The thing that hath been, it is that which shall be, and that which is done, is that which shall be done." We need not stop dazed by the glory of past attainments. Illuminating the future by the past, we may press on to discover in the light of past revelations, that old things are becoming new; are passing into spheres enlarged by present genius and learning. There is nothing old that shall not, under the power of a mighty ambition, be revived and made to live once more in a larger and more eternal existence, its pulses beating to the impulses of the nineteenth and twentieth centuries. The Indian scaled the mountain light-footed and free; we tunnel through it, bringing its wealth to the light, and opening up communication and travel. But we are in possession of treasures he only guessed the existence of. Jeremiah gazed upon the stars and declared that they could not be numbered; we have numbered them according to the intense vision and enlarged study of astronomy. The great musical souls of Mozart, Hayden and Beethoven have passed away and as yet there have been found no great composers to take their place; but we have interpreted their grand themes and put them into the souls of thousands who hold the revibrations of the noble symphonies and sing the glorious oratorios. There is nothing new under the sun, but we are illuminating life from the retorts of genius with the force of a Divine Sun, who is the source of all good, the Light of all light, the Power of all power. Behind all mind is the Infinite mind. Our minds in their noblest stages of development are emanations of His. Back again then to Him, young ladies and gentlemen, let your minds go this holy day, in grateful recognition of God who has endowed you with mind, reason, and the conception of the eternal possibility embraced in the future.

I wish to add another thought, and this sermon is finished. This truth has its foundation in an eternal God. To accept this truth, that all things new are the unfolding of divine plans, is to hold the key to the unsolved problems of life. There is a restless, feverish impatience within men for the new. There are men impatient with God; impatient that they were not present at creation and permitted to direct that great work. I once heard a physician say of a brother physician, an over ambitious surgeon: "The Almighty never made a man or woman to suit him, he is always anxious to operate on some one." There are men of this class who are also social and religious surgeons, angry with all our institutions and government, carrying the same bitter spirit out against the Almighty, demanding new national, social, ecclesiastical and divine laws; unable to wait the unfolding of the old into the ever triumphant new. Again there are men like Carlisle, not always possessed with what has been called the patience of reason; his tremendous

intellectual power, failing to recognize in himself and in his fellow man the divine possibilities, did not lift him to the greatest usefulness. His conclusions came from a restless impatience rather than a sincere knowledge of the rich purpose of life. When England asked him what to do with her criminals, his reply was "drown them, drown them in the Thames." There are many men like this distinguished writer, so grossly material that the immortal souls of men are not considered. I would that all men could be as patient as the noble Lincoln, or could at least approach the Divine Master in recognizing the undying souls in men, ready to carry out what seems to be the Almighty will in the soul's emancipation. Again there are men and women who have disconnected themselves from the past, as though all the splendid history of the past was an idle dream; its civilization a failure; its learning empty and vain; their ideals are in some Utopian future; consequently they are useless to the ever needy present. In the home they are strong minded enthusiasts, whose value and efficiency as mother is not felt. As ministers and teachers they are heretics, so-called; known and read of all men, understood by no one but the editor of the daily press. As citizens they are out of sympathy with every form of government, but a new and impossible one existing in their minds. It seems to me that the great lessons we must learn, facing the untried future, dealing with every problem of the involved present, is that there is no new thing under the sun; that God, the creator, still rules the universe and is responsible for all the issues.

When man as a ruler, leader, reformer, teacher or laborer attempts to do more than unfold and carry out God's purposes, he not only transcends his authority and over estimates his ability, but he fails utterly; his failure is marked by the strict pen of history; his works are burned or swept away to make room for the unfolding of the divine will.

In conclusion let me repeat for the class the emphatic words of Longfellow:

"Act! Act in the living present,
Heart within and God o'erhead."

Do not despise the past, nor be impatient with the measured movement of the Almighty whose stately tread is heard in the living present directing the future. All that was noble in the past has developed nobler in the present; all true greatness will be greater, all sincere truth will be diviner in the future; past, present and future are inseparably linked. Unless you belong to all three you are not yet qualified to assume the office of teacher. You owe to the past more than you can ever repay for its contributions to your education; you are indebted to all the splendid genius of the past as far back as Moses, the author of creation's history; you

have been brought to the present degree of scholarship by the best efforts of men and women whose best years and mental activities have been devoted to this work; who have also given you the influence of Christian lives and of devotion to God and his truth. You go from this cloister of school life not as children, but as men and women; look out into the future as intensely as you may, you cannot see far beyond the present; that which you owe to it is first of all to face it with the conviction that that which hath been, is that which shall be. Second, you must enter it with a large faith in the Almighty who shapes it and day by day unfolds to you its rich purposes.

Dear young friends, toying lovingly with parchments that certify that you have mastered the first principles of knowledge, have you learned to believe in and love and trust Him by whom you are linked to the past and the future?

He who does not start from the first principle, God, who in the beginning created all things new, will find himself utterly confused in this life. To have passed by the "great original in nature" is to stammer and be confused before a blade of grass. How, then, can we comprehend or account for the tree, lifting itself 370 feet aloft? He who has not seen the image of God in a drop of dew placed to the lips of an opening flower will, in the storm of the terrible ocean, despair of the presence of a God who is powerful to rule the seas; he who has not looked upon the sweet mystery of life and kissed the babe as a gift of God, cannot look upon the great mystery of death without despair, or kiss its lips as the unfolding of the eternal new.

We bid you God speed as teachers. In whatever position you may be called to fill in this life, be not satisfied with seeing; let not the mind be filled with hearing; be possessed with the conviction that that which hath been is that which shall be.

The heights of attainment, the broad fields of discovery, are open to you. Borrow from the past, peer into the future, but call down Divine wisdom upon you to enable you to fill up the present to the measure of the stature of perfect men and women in Christ Jesus.

According to the revelation of the Divine teacher, the newest and holiest influence under the sun, even the new creature in Christ Jesus, is the unfolding of the eternal purpose of God, is the perfect development of man created in the image of God.

ENTERTAINMENT

BY ECLECTIC AND CRESCENT SOCIETIES, AT NORMAL HALL,
MONDAY EVENING, JUNE 13, 1892.

PROGRAMME.

INVOCATION—*Rev. T. B. Hughes.*

MUSIC—"Chorus Castle" (Roff).....	
ORATION—"More Light".....	<i>Robert Lee Purdin.</i>
ESSAY—"Turn the Feather to the Congregation"....	<i>Virgia Peterson.</i>
RECITATION—"Flying Jim's Last Leap".....	<i>Estella M. Brown.</i>
MUSIC—"Loud the Storm" (Ricci).....	
ESSAY—"Nature's Workshop".....	<i>Daisy J. Colbert.</i>
ORATION—"Business in Education".....	<i>Clifford Davis.</i>
RECITATION—"Brier Rose".....	<i>Allie G. Turner.</i>
MUSIC—Chorus.....	
ESSAY—"Rough Diamonds".....	<i>Mary L. Cravat.</i>
RECITATION—"Mona's Waters".....	<i>Dill R. Gunther.</i>
ESSAY—"Simon Says, 'Thumbs Up'".....	<i>Allie Barge.</i>
MUSIC—"The Flower Dance" (Root).....	

LECTURE DELIVERED BY HON. H. J. SNIVELY, OF NORTH YAKIMA.

The Philosophy of Mental Culture and Development.

[Delivered before the members of the Eclectic and Crescent Literary Societies of the Washington State Normal School, Tuesday evening, June 14, 1892.]

Young Ladies and Gentlemen of the Eclectic and Crescent Literary Societies of the Washington State Normal School:

The subject which will engage our attention to-night, is one of the deepest concern to every student; it is one which lies at the threshold of a liberal education, and must be thoroughly understood and mastered before much progress can be made in the process of education.

The engineer whose occupation is to run a locomotive, could but poorly perform his duties if he did not thoroughly understand its machinery and capabilities; it is not less true that the young student who seeks to develop and cultivate his or her mind, will make poor progress, unless he or she thoroughly understands the principles and processes of mental culture and development at the earliest possible stage of the undertaking. The Greek philosopher Socrates, who was one of the most observing of men, frequently used to say that the only difference to be found in the minds of his students was that some could master a subject quicker than others, and he frequently found that this apparent natural advantage could be easily overcome by proper training; and it was a favorite saying of Socrates that the quality of the minds of men was the same, but that some men's minds were more developed at an early age than others. Neither are the modern masters of mental philosophy of two minds upon this question. Hamilton, Reid, Kleber, Sir Herbert Spencer and Dr. McCosh, all the leaders of the various schools of mental philosophy, each and all advance and advocate the theory that what we call mental ability is not natural, but that it is very largely acquired by proper mental training and development. This being true, it is certainly encouraging to every ambitious student, for whether they are so-called talented or not, they may be sure of equaling, nay, perhaps even surpassing, those reputed to be talented, by application and industry, intelligently directed.

What is the system at once the most perfect and expeditious for

training and developing the mind? Upon this subject there has been a vast diversity of opinion among mental philosophers. This diversity has arisen mainly from a difference of opinion upon an elementary question at the foundation of every college curriculum. That question is, whether college training is to be pursued singly with the end in view of developing and training the mind, or is the training and developing of the mind to be made secondary to the acquirement of useful knowledge; as the majority of the faculty of each college happen to agree upon this question, so is its curriculum arranged. Shall a college then be a mental gymnasium or a mental chophouse?

I am here to advocate the doctrine that one sound mind naturally has but little advantage over another, and that so-called mental ability is largely made by proper training and development, aided by intelligent industry upon the part of the subject. I have not adopted this view from my own observations, but I have adopted it as the view of the fathers and pioneers of mental philosophy, yet as the view of the question which has been fully confirmed by my own experience and observation both in college and out of college.

How can the mind best be trained and developed? I believe it can be done best by a course which has the developing and training of the mind for its first object. The utilitarian takes the opposite view and would have us make the acquirement of knowledge the first object, and mental gymnastics the secondary object and purely incidental to the main purpose of obtaining knowledge, which he deems the prime object of education; and he feelingly deprecates the loss of valuable time entailed upon students by what he deems to be the useless study of the dead languages and the higher mathematics, and never ceasingly laments the bigotry of a class whom he delights to call old fogies. But he (this utilitarian) is wrong. If the athlete were to follow out this idea of our utilitarian friend, and instead of going through the scientific routine found by experience best to develop the lungs and muscles, were to go out and work on the public roads, he would lose the special advantage which he gains from training. Yet the utilitarian must say, to be logical, what a pity that the world is losing the benefit of this physical exertion; why cannot the athlete obtain his physical training in such a way that he may, while obtaining it, turn his exertions into something useful for the world? If the civilized world were to follow these narrow utilitarian views, civilization would soon be upon a level the world over, with the civilization of that special model and shining example of utilitarianism, the Empire of China.

What system of mental training and education is best calculated to develop the mind? I believe that the usual course prescribed in college curriculums, and called the classical course, is by far the

best system. My belief is founded upon the testimony again of the learned doctors of the mind; men who have made mental philosophy their life study, and whose conclusions have been confirmed by the practical observations and experience of all the great teachers in every civilized country of the world. This statement is always the signal for an attack from the utilitarian school. The enemies of classical education seem always to labor under the impression that Greek and Latin are studied at college by the students for the acquirement of available knowledge; this is a fundamental mistake. It is studied with no such object or end in view; but on the contrary, it is not expected to furnish much available knowledge, and no matter how carefully the classics are studied at college, but a vague idea of classical literature can be obtained by the student in reading, in a disconnected way, two octavo pages of Greek or Latin literature each day, for a period of seven or eight years; and if Latin and Greek were taught to familiarize the student with classical literature and nothing else, I should say that it was a very foolish way to teach such literature. But the classical languages are taught for no such purpose; upon the contrary, they are taught almost entirely as, and for, a mental discipline, and the world's great educators are immovably persuaded that there is no substitute possible to supersede Latin and Greek for a principal part of liberal mental training. As certain movements of the body known in gymnastics develop every muscle of the body, so does the study of Latin and Greek develop every element of the mind; but there are two things taught by the study of Latin and Greek not taught in any other manner; these are—*First*, "How to find the true ideas conveyed in language," and *secondly*, "How to find the true language to convey ideas." In translating Greek and Latin, you learn the meaning of words supplied in the text, and then you devise ways to express exactly the same meaning again in words of your own choosing. Thus it is that at one time you study words to find ideas, and at other times ideas that you may clothe them in words.

It is said that there is no better test of wide and practical mental culture than the ability first to know fully and precisely what in a given case is said—this, whether in speech or in writing—and *secondly*, to say with tongue or pen, fully and precisely what is seen, heard, felt and thought. The best educated man and the ablest man is he who can most swiftly and most infallibly understand statements made on the greatest variety of subjects, and he who can also most swiftly and most infallibly make statements worth understanding on the greatest variety of subjects. Think of the mischief that has been done in this world by the inability to convey thought accurately by the use of language and the inability to get

the correct thought out of language presumably expressed in it. Take for instance the subject of legislation. What untold mischief has come from the lack of ability on the part of lawmakers to clothe their ideas in unmistakable forms of expression. How many duels have been fought and wars waged, simply because some one had blundered in putting together or interpreting a few sentences. What endless litigation has resulted from careless sentences in contracts and ambiguous clauses in wills. It is said that speech is nothing without thought, so thought is nothing without speech, and the training that develops both the power of thought and speech certainly cannot be overlooked in any system of education.

Mathematics has its place in the mental gymnasium, but is secondary to the study of the classics. The powers mostly developed in the classics are the powers most used in life, the power of thinking and speaking, while the powers developed in the study of mathematics are but seldom used. The study of philosophy, history and the natural sciences each has its place in the general scope, and a study of each is necessary to fully and completely develop and train the mind to perform the labors of life intelligently and with ability; this much for the means of mental development. The proper exercise of this means cuts no small figure in reaching the result desired and this largely depends upon the student. I am aware that a teacher can greatly aid the student in beginning his or her education upon correct principles, but I do not subscribe to the doctrine that everything depends upon the teacher; much, very much, depends upon the student, more by far than upon the teacher. The teacher carries the candle, but the candle cuts but a small figure in the great dark night that confronts the student when he first answers to roll call at college, nay which continues to confront him for many years after. I am aware that the college freshman, however, will never admit this; of all the men on earth he sees light and not darkness everywhere; there is no topic upon which he cannot converse with ease and fluency (so he thinks), and there is no subject upon which he has not some conclusion which he is sure is right. This opinion of a freshman is rarely shared in by others, and I can remember an old college song, supposed to have been written by the junior class, in which the following disdainful couplet is addressed by the juniors to the freshmen:

"Alas, deluded freshmen,
You know not what you say;
When you get to be a junior,
You will find things all the other way."

It is not improbable that some years after the croaking juniors also found many things the other way themselves that they supposed forever settled at that time. The student must obey the happy in-

junctions of St. Paul, and know himself well to start with; it will not be well for him to assume that he is talented, because as I have before said, talent is only a good assistant. Somebody has very happily said that talent simply held the ladder while industry did the climbing, and I think this is true. The student who is assured of the fact that he is talented, when he enters college and spends his college life in making fun of fools, generally at the end of his college course finds himself in the same state of mind as Parmemdis, the philosopher, who having heard of the fame of Aristotle as a philosopher, boastfully hunted him up with a view of annihilating him in a philosophical debate. He found Aristotle and was accommodated by that philosopher with a discussion upon a philosophical question. After hearing Aristotle, who opened the debate, he was invited to state his views, but instead he cried out that he still had sense enough to realize, since he had heard Aristotle, that he, Parmemdis, was the biggest fool in Athens, and the more so because he had always esteemed Aristotle and his followers as fools and cackling geese. Yes, the student who thinks he is talented and never questions the fact, is a sure failure from the start; for the first six months at college he will be considered smart; at the beginning of his second year he will be considered as very ordinary, and if he manages to stay longer, he will be put down as a dunce, and he will go through life, more than likely, of that opinion himself. The student who finds out the day he enters college that he must work for his attainments, is the one upon whose brow the laurel wreath is sure to rest; for him alone is the chance for fame and the high road to learning open; if he spurs his industry forward by well directed effort his success is assured from the beginning, and it will not be many years, perhaps, before an ordinary boy has carved out of himself a man of extraordinary so-called ability and attainments.

After a student once realizes that he has to study, and that there is no royal road to learning, and has adopted the proper course of study to pursue—adopted a course, I might add by way of parenthesis, with the sole view of mental development, there is but one thing more that needs to be a subject of solicitude; and that is, that he learn how to study and to accomplish the greatest possible results in the least possible time. Many students who have proper conceptions of the proper method of securing an education partially fail because they never learn how to study. There should be no trouble of this sort. There are several rules which, if adopted, simple though they be, will enable the student to do three times as much work and do it better than he could without their observance. The English have long ago adopted a maxim that has been so long and generally adhered to as almost to become part of the common law of England. It is, that the day should be divided into three

parts; eight hours for work, eight hours for sleep, and eight hours for recreation. While I do not advise the adoption of this rule by students, I am strongly of the opinion that students would succeed better by working eight hours than by fourteen, and one of the first rules for the student to observe is to work not more than ten hours, and take plenty of sleep, recreation and exercise during the balance of the day. If he work ten hours a day he has put in all the hours necessary for success, and if he does not then succeed he may rest assured that he has not learned to study properly. What is there in learning the slight of studying? Not much; one wonders how anyone could fail to drop into it at once; yet hundreds go through college without ever having studied correctly their whole college course. Familiar examples of this may be found any day in any class room where geometry is taught. One student, in preparing his assignment, has studied out his theorem and the demonstration with a view of learning the principles to be taught thereby; for instance, if the theorem teaches the method by which an octagon may be reduced to a triangle, when he is through he knows for all time the principle upon which this is done, and he knows how to do it and can demonstrate it correctly without reference to the demonstration in the books. Another student attempts to memorize the theorem, demonstration and all; he spends three times as long in preparing his assignment, and fills his mind with a lot of useless matter, and wears out his strength in a worse than useless; he never understands the principles involved, and if he fails to remember a word of his theorem or a line of the figure, he fails; and in three months' time, or perhaps even the same day, if you were to ask him to reduce an octagon to a triangle, he would inform you that he had not reached that part of the book yet. It is needless for me to suggest to you which one of these pursued the correct course of study; the same error will be found in all branches, but is more difficult to discover. A rule, therefore, for a student to follow, is for him always to remember that he is searching for principles and ideas. A page may contain several hundred words, but the ideas conveyed by them will only be a few; these he can easily remember, while to attempt to remember the words would be to confuse his knowledge even of the ideas conveyed, besides entail much useless labor. He who learns early to pick the kernel rapidly from the mass of language that carries it, has lightened his burden as a student many fold. Again, life is entirely too short for much waste of time; while we work, therefore, we should attempt to accomplish something. This can only be done by concentrating our entire energy, mental and bodily, upon the work in hand. How many students do we find who read over page after page of their assignment with their minds wandering on to various other subjects, and therefore

not tentative sufficient to gather anything from the reading done; when the student starts in on the assignment in history, let him concentrate his whole mind on it and he will not fail to master it with much less labor than if he went at it with a divided attention.

The student must also be ever faithful. The athlete in physical training will tell you that if he loses one day it will take two days for him to regain it; the student, or would-be mental athlete, will have equal difficulty in regaining the loss of a day or the loss of a lesson. Every course and bearing of the future in a student's career depends upon some course and bearing behind, so that to be successful he must have mastered what has gone before. And let me assure you, as one who has gone before, though not a voice from the grave, that one never gets over the resentment of conscience rightfully incurred from the slighting of obligations devolved upon us by beloved professors. Imagine yourselves upon the shores of the silver lake at the top of the snow-capped Alps, with the smiling plenty of France behind and the glittering sunbeams of Italy before. Amidst all of this gorgeousness, while your lungs are filled with the intoxicating Alpine air and your heart and mind are captivated with the beauty and contentment of the scene, your conscience suddenly reminds you of the manner in which you so often imposed upon the good nature of some trusting professor, and the beauty of the scene vanishes at once. The beam has left the sun of Italy and the silver has left the Alpine lake, and a poor, conscience-stricken student sees only the visions of pages of lessons which he never saw, and of Latin and Greek he never read; or imagine yourself delivering an address many years after you left college to bright and conscientious students who would not under any circumstances cheat their professor, even to go out on a dyke or some other private college lark, when all at once your conscience, spiteful to the last, confronts you with the imposition practiced by you in your student days, and for a moment the audience and the bright faces of the students before you, who would not under any circumstances cheat or in any way impose upon their beloved professor, disappear, and you once more see only long lines of spectral visions of the pages of lessons you never read and of the lectures you never heard. A nightmare, I should think, would not be anywhere compared with this terrible ordeal of conscience.

A further caution may not be out of place at this time, and that is this: The student who seeks a practical education must learn to take a broad and comprehensive view of his surroundings. One never can become educated or be accounted as a person of much culture unless the strictly academic part of his education is supplemented by a course of general reading upon every-day topics that will keep him abreast of the times and familiar with the age in

which he lives. Many students forget this, and consequently when they bid farewell to their alma mater they find themselves surrounded by embarrassment growing out of a lack of practical, every-day knowledge. And above all things, the student must train himself to make practical applications of the knowledge he acquires in order to be in good fighting trim and to have the decks ever cleared and ready for action when he enters the struggle of life. How many men have we all seen, to whom the world is willing to accord its full measure of knowledge, who have made signal and complete failures of life because they were never able to apply their knowledge to the practical every-day affairs of life. I have in my mind now a student who was the leader of his class in nearly every branch he studied, and who devoted his every hour within the cloistered walls of his student home for years to the assignment of his professors, seldom enjoying the sociabilities of college life, never attending the literary societies; the result was, while he was pointed to as being the best Greek and Latin scholar of his time in college, when he graduated and went forth into the world, he did not have practical sense or knowledge sufficient to sharpen a tooth-pick or tie a shoe-string. We do not attend college simply to be esteemed and learned when we graduate, but on the contrary, we attend to fit ourselves mentally for the struggle of actual life. No student should, therefore, fail to seek for that development which, in the end, will aid him most in his chosen pursuit in life; and here comes in the literary societies. Ah, the literary societies! What great institutions they are in moulding practical, thoughtful men and women out of students who, from day to day in their regular routine of work, are never hardly permitted to think for themselves until they get into the literary societies. Show me a college with active and enthusiastic literary societies, and I will show you a college that turns out men and women who will make their marks in the world in any walk in life. I heard the learned Dr. McGuffey, who has left behind him the reputation of being one of the very greatest among the educators of this age, once say, that the greatest difficulty that he had always had in instructing youths, was to get them to commence to think for themselves; this once accomplished, he said, and the student had passed the Rubicon of his life. This, perhaps, can never be done successfully except through the medium of the literary societies, and for their good offices in this direction alone, literary societies should be fostered and sustained alike by student and faculty.

And allow me to compliment both the faculty and students of this institution upon the two prosperous societies which you have already organized and built up in this institution, though it is hardly yet a year old.

And now again, young ladies and gentlemen, allow me to compliment you upon your splendid progress in the past, and to congratulate you upon the prospects of your future. There is no period of life that affords the opportunities of real pleasure so much as the one through which you are now passing. Your lives may be as charming as that of the hero and heroine of the novel, if you only seek to make them so; free from care as you are with the wonders of this civilization daily unfolded to you by worthy teachers, with nothing to do but to investigate these wonders and to master the learning of the age, your position is indeed enviable. You will perhaps in time to come look upon them as the happiest days of your lives. Be sure and strive to make them as well the pleasantest to be remembered, with honest efforts upon your part, bearing in mind continually the principles that lie at the bottom of the philosophy of mental culture and development. With the aid of your very competent teachers and surroundings, including the valuable aid of your literary societies, I predict for you a standard of scholarship at once the pride of your friends and the state; and since I have warned you against the angry conscience occasioned by imposition upon beloved professors, may I not be able to predict that none of you will ever be troubled in the future with visions of lessons you have never read and of lectures you have never heard.

COMMENCEMENT EXERCISES

AT LLOYD'S OPERA HOUSE, WEDNESDAY, JUNE 15, 1892.

PROGRAMME.

INVOCATION—*Rev. M. R. Brown.*

INSTRUMENTAL DUET.....	} <i>Mrs. Grace Duncan.</i> <i>Torriano Ross.</i>
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SALUTATORY—"When My Ship Comes in".....*Esther M. Thomas.*ESSAY—"Dreams".....*S. Alice Gilbert.*ORATION—"Profit Sharing".....*Malcolm W. Odell.*SOLO—"Man the Life Boat".....*E. C. Price.*ESSAY—"Cities of the Dead".....*Laura M. Rudio.*ESSAY—"Gilt-edged Humanity".....*Ella M. Buriff.**POEM—"Voyage of the Soul".....*U. Grant Edwards.*ZITHER SOLO.....*Mr. G. d'Ablaing.*ESSAY—"The Eternal Fitness of Things".....*Anna Murray.*ESSAY—"To Him that Overcometh".....*Lula M. Oliver.*ESSAY—"Chiseling in Human Marble".....*Maude M. Painter.*

CHORUS.

ORATION—"Education, Both Sword and Shield".....*Lottie E. Milham.*VALEDICTORY—"Help Me Up".....*Nathaniel L. Gardner.*

CLASS SONG—"Class of Ninety-two".....

ADDRESS, AND AWARDED DIPLOMAS.

B. F. Barge.

“CLASS NINETY-TWO.”

The days have glided on apace,
And now our school days all are done;
We soon must enter in the race—
Our life-work is about begun.
We each must lend a helping hand
To others standing where we stood;
So let us go, a useful band,
Prepared to work for future good.

In school, in class, with mutual aim,
We've toiled to master every doubt;
To gain for each a worthy name,
But now 'tis o'er, for "school is out."
Yes, "school is out," and soon apart
We'll wander into other climes;
But in the chamber of each heart
Will dwell the thought of by-gone times.

Though our hearts seem filled with sadness,
A strain of sorrow inward flows;
Here to part—to part in sadness!
And oh! the time so swiftly goes.
So farewell now to happy days,
To all our friends we bid adieu;
Both east and west we take our ways—
Remember class of ninety-two.

CHORUS:

To dear school-days we say farewell;
And teachers kind, to you good-bye.
To school-mates, class-mates, all farewell;
For loosened now's each school-time tie.

ADVICE TO STUDENTS

COMING TO ELLENSBURGH.

Students who advise us of their coming will be met at trains and conveyed to boarding places, rooms, or the principal's office.

Students who come in on night trains should take a conveyance to a hotel, and call upon the principal in the morning. Do not give up checks for trunks at the depot, but bring them with you to the office.

Every effort will be made to give all who come a hearty welcome, and to establish them in pleasant homes. Students may rely upon careful and kind attention in these important matters.

Read this catalogue carefully and write for any information you desire not contained herein.

For further information, address

B. F. BARGE, Principal, Ellensburgh.

W. R. ABRAMS, President.

HON. R. B. BRYAN, Secretary, Olympia.

F. W. AGATZ, Assistant Secretary, Ellensburgh.